

DOCUMENT RESUME

ED 446 255

CE 080 857

TITLE Annual National Report of the Australian Vocational Education and Training System, 1999. Volume 1: National Overview and Volume 2: Commonwealth, State & Territory Achievements.

INSTITUTION Australian National Training Authority, Brisbane.

ISSN ISSN-1324-9185

PUB DATE 1999-00-00

NOTE 183p.; For a related document from ANTA, see CE 080 856. For Volume 3, see CE 080 858.

AVAILABLE FROM Australian National Training Authority, GPO Box 3120, Brisbane QLD 4001 Australia, Tel: 07 3246 2300, Fax: 07 3246 2490, E-mail: webmanager@anta.gov.au, Web site: <http://www.anta.gov.au>.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC08 Plus Postage.

DESCRIPTORS *Access to Education; Adult Basic Education; Adult Education; Annual Reports; *Apprenticeships; *Corporate Support; Developed Nations; Disabilities; Educational Administration; Educational Change; *Efficiency; Females; Foreign Countries; Indigenous Populations; Job Training; Lifelong Learning; *Literacy Education; Marketing; National Programs; National Standards; Needs Assessment; Nontraditional Occupations; Numeracy; Outcomes of Education; Postsecondary Education; Program Effectiveness; Program Evaluation; Secondary Education; *Vocational Education; Womens Education

IDENTIFIERS *Australia

ABSTRACT

This three-volume report provides a comprehensive picture of the vocational education and training system in Australia, its key policies, initiatives undertaken and achievements during 1999. This publication is composed of volumes 1 and 2. Volume 3 is available separately. Volume 1, National Overview, describes the national vocational education and training system. The first seven sections each focus on one of the agreed annual national priorities and achievements in that area. The priorities are: implementing New Apprenticeships; achieving diversity and flexibility to meet client needs; improving language, literacy, and numeracy skills; implementing the National Training Framework; increasing industry investment in training; providing greater opportunities and improved outcomes for underrepresented clients; and achieving greater efficiency. A final section discusses national programs and allocations to them. Volume 2, Commonwealth, State, and Territory Achievements, contains reports from each jurisdiction of their achievements against the systems's agreed seven annual national priorities. The sections cover the Commonwealth; New South Wales; Victoria; Queensland; South Australia; Western Australian; Tasmania; Northern Territory; and Australian Capital Territory. (YLB)

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ISSN 1324 9185

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Each year, the Australian National Training Authority coordinates the production of an annual national report for vocational education and training. The report outlines the workings of the national vocational education and training system and the system's achievements.

The report:

- provides detailed information about the operation of the national system to interested businesses, students, apprentices, trainees, training organisations, representative organisations, government bodies and other stakeholders in the system
- meets the requirements of the ANTA Agreement, to report on the operation of the national system.

This report covers the 1999 calendar year. It comprises three volumes in two publications: Volumes 1 and 2 are in one publication, Volume 3 in another.

Volume 1: National overview describes the national vocational education and training system, and its achievements, against the agreed annual national priorities.

Volume 2: Commonwealth, State and Territory achievements comprises reports from each jurisdiction of their achievements against the system's agreed annual national priorities.

Volume 3: Vocational education and training performance contains detailed statistical and other information about the system's performance.

The Australian National Training Authority also produces an annual report on the performance of the Authority itself (*Annual report on operations*).

THE NATIONAL VOCATIONAL EDUCATION AND TRAINING SYSTEM

The national vocational education and training system in Australia comprises:

- the people who use vocational education and training services, including students of all ages (from those doing vocational education and training in schools to adults upgrading their skills and knowledge), and enterprises of all sizes
- the enterprises and industry organisations which lead the system through the development of national Training Packages
- the service providers that are registered as training organisations. In 1999, there were 4524 registered training organisations, which included TAFE institutes and private providers, and numbers of enterprises, universities, schools and adult education providers
- the Commonwealth, State and Territory Governments, that set policy direction, are responsible for the regulatory frameworks and provide funds for services

It is called a 'system' because it operates according to shared principles and agreements, including:

- the ANTA Agreement (1998 - 2000)
- the national strategy for vocational education and training
- annual national priorities
- the National Training Framework, which includes Training Packages and the Australian Recognition Framework.

Each year, the ANTA Ministerial Council reviews the achievements of the system against the strategy and determines the annual national priorities for the coming year. For 1999, those priorities, and organising framework for this report, were:

- implementing New Apprenticeships
- achieving diversity and flexibility to meet client needs
- improving language, literacy and numeracy skills
- implementing the National Training Framework
- increasing industry investment in training
- providing greater opportunities and improved outcomes for under represented clients
- achieving greater efficiency.

Implementing new Apprenticeships

The national New Apprenticeships initiative builds on the strengths of traditional apprenticeships and traineeships to provide better services for the system's clients.

New Apprenticeships give apprentices, trainees and their employers:

- far greater say over what training is delivered, and how, where and when it's delivered
- structured training, combined with work, in many more industries than before.

MORE NEW APPRENTICESHIPS, IN MORE AREAS

By the end of 1999, an estimated 259,880 Australians of all ages were doing New Apprenticeships. This was an increase of 40,896 people for the year. The numbers of Australians doing New Apprenticeships increased significantly in all States and Territories.

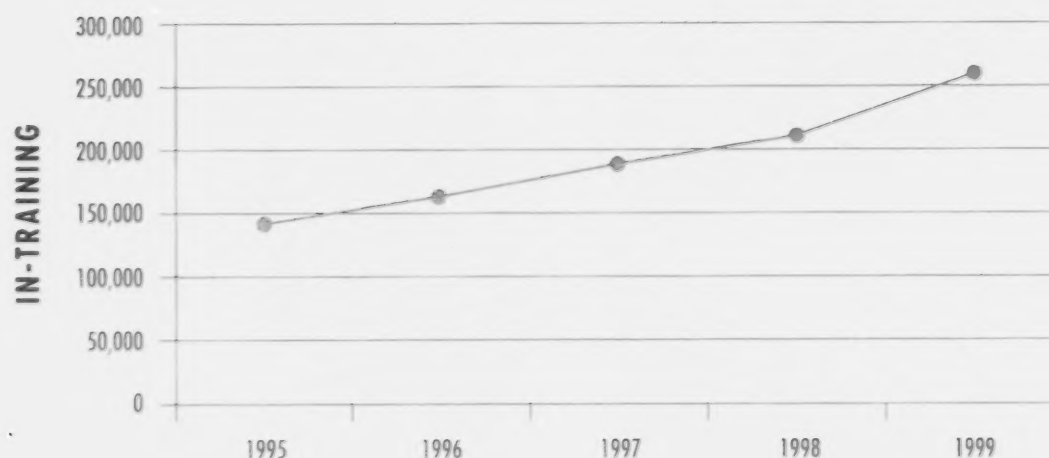
Table 1.1 shows the growth in New Apprenticeships between 1995 and 1999.

Young People

The average age of New Apprentices has been increasing for some time. Retention rates in secondary schools and increased participation in higher education are contributing factors. Also, it is not uncommon for young people to engage in a number of education, training, employment and other activities before settling on a career choice. While New Apprenticeships have expanded the opportunities for people aged 25 years and older to enter structured training this has not been at the expense of younger people.

There has been a significant increase in the number of young New Apprentices. Between the end of 1998 and the end of 1999, the estimated number of New Apprentices in-training aged 19 or under increased from 66,750 to 76,610 (an increase of 14.8%). Over the same period the estimated number of New Apprentices aged 20 to 24 increased from 90,390 to 105,700 (an increase of 16.9%).

Table 1.1 NEW APPRENTICES IN-TRAINING AS AT 31 DECEMBER 1995 TO 1999.



Source: NCVER New Apprentice Statistics

Note: The figures represent the estimated number of New Apprentices In-Training

Female New Apprentices

A large proportion of the growth in New Apprenticeships has been as a result of the increasing participation of women. The estimated number of females commencing New Apprenticeships increased from 63,670 in the year to December 1998 to 75,200 in the year to December 1999 (an increase of 18.1%). During 1999, 40.8% of commencing New Apprentices were female.



Growing numbers of women are participating in New Apprenticeships.

Occupations and Industries

One of the main reasons that New Apprenticeships were implemented was the success of the traditional apprenticeship system and the need for structured training in other occupation and industry areas. Consequently, the New Apprenticeship system expanded into areas of work and industries where apprenticeships and traineeships had not previously been available.

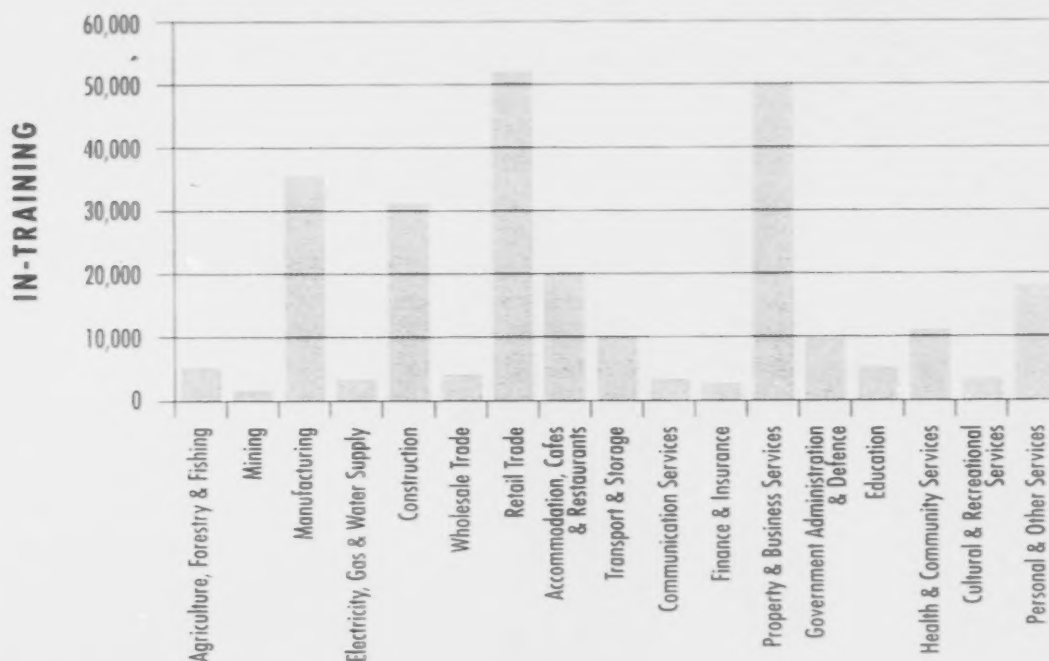
While New Apprenticeships has led to an expansion of structured training into new areas, it has not been at the expense of training in traditional trades. The number of persons in contracts of training in the tradespersons occupational category has increased from 124,019 at the end of 1995 to an estimated 138,900 at the end of December 1999. Nevertheless New Apprenticeship opportunities have, in particular, expanded into the clerical, sales and service occupational fields. Table 1.2 demonstrates that this broadening of opportunities

has led to significant numbers of New Apprenticeships being employed in industries such as Retail Trade and Property and Business Services. Prior to the introduction of New Apprenticeships the number of apprentices and trainees in these industries was much lower.

Businesses and learners in 47 industries saw their Training Packages endorsed in 1999. Three enterprise Training Packages were also endorsed. These covered industries with strong job growth (like financial services, information technology and community services); Australia's traditional economic mainstays (like forest and forest products, food processing and mining); and industries with low levels of qualifications (like transport and distribution). In all, nearly 60% of Australia's workforce was covered.

As well, there were more ways for people to do training, and be assessed, using Training Packages: for example through contracted, employment based training in areas like automotive retail, service and repair, entertainment and sport.

Table 1.2: NEW APPRENTICES IN-TRAINING AS AT 31 DECEMBER 1999, BY INDUSTRY



Source: NCVER New Apprentice Statistics

Note: The figures represent the estimated number of New Apprentices In-Training. Estimated numbers by industry have been derived using the preliminary reported data.

WORKING TOGETHER TO ADDRESS SKILL SHORTAGES

At a time when record numbers of Australians are doing New Apprenticeships, some industries can't get enough skilled workers. While this phenomenon is partly cyclical, it does highlight the need for industry, government and training organisations to work together to anticipate and address skill shortages. The National Industry Skills Initiative at the Commonwealth level is addressing this issue, and States and Territories in their VET plans, pay attention to the needs of industry to address their education and training needs. (Refer State and Territory reports within Volume 2 of this report)

STEPS TO IMPROVE LEGISLATION

In 1999, feedback from employers, apprentices, trainees, registered training organisations and other stakeholders led the ANTA Ministerial Council to decide (March 2000) to review the New Apprenticeships legislation. The review will look at barriers to implementing New Apprenticeships, and New Apprenticeships industrial relations arrangements. As well, measures to improve the quality of service to clients, and to make administration more consistent across Australia, were proposed.

NEED FOR MORE ACTION ON NATIONAL CONSISTENCY

A key benefit for employers and employees of Training Packages and the New Apprenticeships initiative is their national consistency. Although the delivery of vocational education and training is the responsibility of States and Territories, employers operating in a national economy expect seamless delivery of training across Australia. This, however, has yet to be fully achieved in practice.

Consistency issues also arise in relation to the administrative integration of new initiatives. For example, whilst Training Packages or user choice may have been developed independently of one another it is important that their implementation is integrated so as to promote the user-friendliness of the National Training Framework, and to increase quality.

As a result of these transitional issues, efforts are currently underway at both the national and individual State and Territory levels to improve the linkages between different program areas, with clear trends emerging of greater integration of functions, such as through the conduct of integrated audits across policy components of the National Training Framework. (also refer annual national priority 4: Implementing the National Training Framework)

Another area of concern is with training wages. While the federal National Training Wage Award is well progressed, a significant number of State awards do not account for New Apprenticeships. In 1999, Commonwealth, State and Territory training and workplace relations officials continued to examine employment arrangements for New Apprentices and identified three main areas of concern:

- part-time employment and training (including school-based New Apprenticeships)
- the lack of information for employers
- the need for employer and employee organisations to give a high priority to training wage issues.

These issues will be high on the system's agenda in 2000.

GROUP TRAINING

Group training is increasingly providing employers and employees with the training services they want for business and personal success. The group training concept is uniquely Australian: apprentices and trainees are employed by the group training company, and placed with different host employers, particularly those in small business, throughout their training.

Different group training companies serve different industries and regions, and employ about 14% of all apprentices and trainees. Group training is especially valuable for industries with general skill shortages, for apprentices and trainees who have lost their employer, for the diversity of employees, for disadvantaged groups and for students doing vocational education and training in schools.

Ministers (in May 1997) agreed to a set of national principles for group training to facilitate expansion as part of achieving the goals of New Apprenticeships. These principles marked a shift from providing public support in the form of operational support grants to a government purchasing arrangement based on outcomes. The principles also sought to foster genuine expansion by encouraging publicly funded

group training to focus on enterprises with only marginal training capacity of their own to take on apprentices and trainees. This is particularly true for small to medium sized enterprises.

During 1998-99, the Commonwealth, State and Territory Governments jointly funded about 115 group training companies to employ 31,600 apprentices and trainees, 4,200 more than the year before. The Commonwealth, through ANTA, provided \$8.8m, which was matched dollar-for-dollar by the States and Territories.

Group training policy and funding will be reviewed in 2000 by the National Steering Committee for Group Training. The original committee membership, of the Commonwealth, States, Territories and Group Training Australia, will be expanded to include representatives from the Australian Chamber of Commerce and Industry, the Australian Industry Group and the Australian Council of Trade Unions.

The review will look at the vision and directions of group training, as well as issues relating to quality assurance, the potential for conflict of interest in carrying out multiple roles, further growth and the role of group training in meeting government priorities in employment and training.



Group training companies provide a unique training concept for employers and employees and cover just about every trade and traineeship available.

Achieving diversity and flexibility to meet clients' needs

MORE USER CHOICE ABOUT WHO PROVIDES WHAT TRAINING, WHERE AND WHEN

Under 'user choice' policies now implemented nationally, employers, trainees and apprentices can choose their training provider, and can choose how and when training happens. If their training is based on a Training Package, they can have a wider choice of the content of their training.

With user choice, the registered training organisation chosen by the employer and New Apprentice may receive government funding for the learning program. Previously funding was directed mainly to TAFE colleges.

Since 1 January 1998, new commencements in New Apprenticeships have operated on the basis of user choice.

The user choice initiative was evaluated nationally in 1999, with very positive results.

Employers were extremely positive about their right to choose a training organisation, and the content and the timing of training. While more employers knew about these rights than actually exercised them, positive attitudes are an excellent basis for future action. On the other hand, employers were concerned about the lack of consistency in implementing user choice in different States and Territories. For national employers, this is an especially significant concern.

Training organisations were also positive about the effect of user choice on their own operations (although less so than employers). Most felt they had become more client-focused as a result. For example, 61% had spent more time negotiating aspects of their services with clients, and 58% had spent more time developing or reviewing program content. 67% felt the best thing about user choice was that it made training more attractive to employers. On the other hand, training organisations had two important concerns:

- their administrative workload from user choice
- possible conflicts between what an employer wants the employee to learn, and what the employee would actually prefer to learn.

The evaluation found that while employers usually made the decisions, apprentices and trainees influenced decisions about where and when training happens, and what optional subjects or standards are done.

In 2000, ANTA, the Commonwealth, States and Territories will meet to decide what further action to take on the evaluation's findings.

NATIONAL MARKETING STRATEGY FOR SKILLS AND LIFELONG LEARNING

In 1999, a major project was started to address the challenge of turning Australia into a nation of learners. This is increasingly essential to Australia's economic and social wellbeing.

In the past, the system has considered all Australians to be in the market for learning. The attitude generally has been, 'Learning is good for Australia, and good for you, and if we keep telling you often enough then one day you'll believe it.' Unfortunately, this approach is not realistic, and more sophisticated approaches to understanding values, attitudes and the links between them are needed.

The strategy is based on social marketing approaches similar to those that have proved valuable in other areas where government and allied community organisations have sought to bring about positive social change. These include reducing the incidence of smoking, HIV/ AIDS prevention, reducing road trauma and encouraging healthier lifestyles.

In 1999, the first (research) stage of the strategy was completed. National and international literature on lifelong learning and skill development was reviewed. Focus groups

were held in all States and Territories. Over 4,000 people from the general community, enterprises, and education and training suppliers were surveyed on their attitudes, values and perceptions towards skills and lifelong learning. The Dandenong (Victoria) and Hunter Valley (NSW) communities were also researched.

The research will segment the general population - and employers - into broad groupings according to their attitudes, values and behaviours toward learning. It will assess what motivates, and demotivates them, and how the systems products and services can best be crafted to encourage each segment to engage in learning. The draft findings are due in March 2000.

Outcomes to date include:

- a detailed understanding of the policy and social issues, both nationally and internationally, emerging from the lifelong learning debate
- a preliminary market segmentation of the general community and employers, based on the project's research, which was being further refined by use of other data (such as Australian Bureau of Statistics data)
- a list of 22 key issues that need national attention, the most important of which are the integration of generic (enterprise) skills into Training Packages, professional development of trainers and assessors, teachers and career guidance officers, simpler recognition of prior learning processes, better product development skills and the need for more information sharing
- better understanding and use of social marketing approaches by the system, through national consultations, presentations, the national reference group, a website and e-mailed project news

- enormous interest shown by training organisation marketers and others.

This is a very challenging project, with very little by way of either national or international precedents. By drawing on the expertise of marketing professionals, the lessons of other social marketing strategies, and the expertise of stakeholders, a good foundation has been laid for the strategy development phase. This will occur in 2000.

NATIONAL TRAINING INFORMATION SERVICE

Businesses, training authorities, resource developers, secondary schools and other interested people use the National Training Information Service (at www.ntis.gov.au) to get detailed information about registered training organisations, competency standards, Training Packages, accredited courses, supporting training resources and career information.

In 1999, the service was expanded to include Training Package resource materials, further information on the packaging of units of competency for specific qualifications and basic career information that links to Training Package qualifications.

In 1999, an average 1,200 people visited the site each week (about the same as the year before), but the quantity of information downloaded from the site jumped fourfold.

Concerns have been raised about the database's complexity and slowness. In 2000, screens will be redesigned to make searches easier, and work will continue to speed up searches. States and Territories will also be helped to link to the service, and to improve data entry arrangements.

COMMUNICATIONS

Communications efforts in 1999 centred on telling industry, students, schools and the community about how they can use, and benefit from, the reformed vocational education and training system. The system now is so different from the system that many people have come to know, that communicating the changes has continued to be a major undertaking.

Activities in 1999 included:

- the *Australian Training Awards*, where Australia's top apprentices, trainees, businesses, industries and training organisations are identified and honoured
- maintenance and expansion of the authority's website (www.anta.gov.au), which had over 700,000 visitors per month
- a range of printed publications
- advertising and media liaison
- events for clients and stakeholders, including national conferences.

The main communications project for 1999 was to get the national marketing strategy up and running. Further analysis, and the strategy itself, will have a profound effect on communications activities in 2000 and beyond.

NACsINFO SERVICE

New Apprenticeships Centres are a one-stop shop for businesses, apprentices, trainees and secondary schools who want to arrange a New Apprenticeship. The NACsInfo Service provides the centres with the latest information about Training Package qualifications and standards. NACsInfo offers the centres:

- 1800 phone support
- a website
- a fortnightly *Fax to NACs*
- other printed information

- regular workshops and seminars about Training Packages and how to use them for New Apprenticeships.

FRAMING THE FUTURE

Framing the Future is a national staff development initiative. It funds work-based learning projects around Australia, to help participants understand and implement Training Packages. Over 13,500 people have been involved in 320 projects since the initiative started in 1997.

Framing the Future has been particularly successful because it is a 'grass roots' initiative, which has listened to the needs of the VET practitioners. It focusses on both providing top quality, customer focussed opportunities for VET providers and on developing the capacity of the system to meet industries needs through better equipped and skilled practitioners.

In 1999, Framing the Future funded 186 projects, involving some 6,700 people from registered training organisations, businesses and training authorities. They kept in touch with each other, and kept up-to-date through the initiative's website.

ANTA contributed \$1.8m to Framing the Future 1999, with an extra \$3.3m contributed by other organisations.

The initiative was reviewed twice in 1999. The first review found that the initiative is using e-business principles to better meet client needs. The second review found that it is changing the nature of staff development, and is helping to increase understanding and use of Training Packages. Both reviews are available at www.tafe.sa.edu.au/institutes/para/ftf/.

SPOTLIGHT ON THE PROVIDER

In November, nearly 900 people from across the whole vocational education and training system attended the first national Spotlight on the provider conference in Sydney. This conference and expo was sponsored by ANTA. As the name suggests, the event looked at issues facing registered training organisations using the National Training Framework.

Spotlight brought together practitioners who are involved in the exemplary and innovative in VET provision: the opportunity for nearly 1,000 practitioners to showcase and debate, to engage and challenge. The themes of the event looked at what quality really is and more importantly can be. Inspiring keynote speakers set the context for lively and informed sharing of information and learning about just what it is that the VET practitioner in Australia is doing. The emphasis was firmly on quality innovation and the vast pool of experience we have in Australia.

Transcripts of all keynote addresses, and contact details for attendees, are available at www.spotlight.sa.edu.au.

In 2000 and 2001:

- 'mini-spotlights' will be convened in four places around Australia
- newsletters covering issues raised at the 1999 conference will be published
- the www.spotlight.sa.edu.au website will be maintained.

ADULT AND COMMUNITY EDUCATION

Adult and community education provides a new start in learning for a diverse range of Australians: people who dropped out of school, older Australians, immigrants, people who don't want to do long courses, and people who just love learning. The friendly welcome and

everyday courses for which adult and community education are renowned will provide solid foundations for Australia's efforts to build a learning culture.

In 1999, ANTA continued to fund Adult Learning Australia Inc., the national peak body for the sector. It also funded research that will be used to develop the adult and community education sector.

The challenge for the sector - as it is for the whole system - is to reach more Australians, and more clearly understand (and provide for) their desire to learn. This will be more effectively done in 2000 by better use of information technology, and by boosting Adult Learners Week 2000 by partnering it with the first International Week of Adult Learning, sponsored by UNESCO.

Research will also be conducted in 2000 to quantify the economic impact of adult and community education



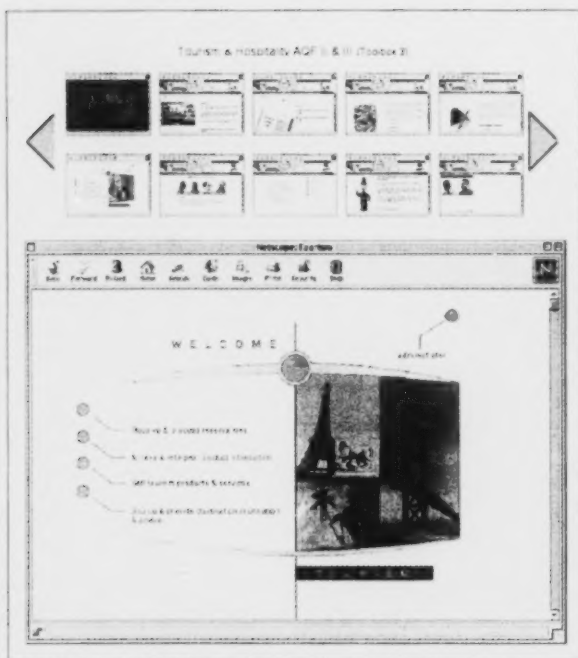
Adult and Community Education provides learning opportunities to all Australians.



Hon. Dr David Kemp, Minister for Education, Training and Youth Affairs and Mr Stuart Hornery AO, with the 1999 Australian Training Award winners.



Over 900 people participated in the Spotlight on the Provider event at Sydney's Convention Centre.



The Tourism and Hospitality AQF II & III (Toolbox 3) includes six specialist competencies from the Travel and Tourism TP.



Workskill Australia organises regional and national skill competitions for tens of thousands of apprentices and trainees from a wide range of industries.



Over 90% of Australian secondary schools offer VET in schools to over 130,000 students.

FLEXIBLE DELIVERY

Flexible delivery is the term used for numerous changes that give employers and learners greater flexibility in how, where and when registered training organisations provide their services. These include:

- by internet, fax, telephone (how)
- outside the classroom, on-the-job, in remote locations (where)
- after hours, during downtime, when it suits the employer and learner (when)

Research shows that customers of the VET sector, employers and individuals, are looking for more flexible ways to learn. While for many people, learning in a classroom will always be their choice, others look for opportunities to learn in new ways, such as online, where chat groups also provide the opportunities for interaction.

Flexibility is not only about technology, it is also about the way we approach teaching and learning.

Flexibility is good for employers and learners: it is also good for training organisations. It challenges ways of thinking about, and building, learning processes. By taking 'training' out to 'where people live', it enables much closer links to be made between 'instruction' and 'life and work experience'. This is good for developing all-round competence, and it's good for creating lifelong learners. It can, however, be expensive for training organisations. They must skill staff in the use of new technologies, purchase new equipment, and develop online training materials.

TOOLBOXES

In 1999, ANTA spent \$5m on developing 'toolboxes' - multimedia software to help training organisations deliver training online. While the response by trainers to the toolboxes that were developed was largely positive, some clients and the independent project evaluator felt that platform independence, ease of customisation and product quality control needed to be improved. These issues have been addressed in the second round of toolbox funding, which occurred in late 1999.

LEARNSCOPE

In order to assist VET professionals to develop skills to use the new technologies in education, LearnScope was developed, with a national steering group, to provide funds for work-based learning in RTOs. Designed to link with the organisation's strategic planning for information and communications technology, LearnScope projects support teachers and trainers in learning by doing in their development of new programs and new approaches to learning. There is no question that institutional pathways will be a strong part of the system. In 1999, \$904,540 was spent on the program.

FLEXIBLE LEARNING FELLOWSHIPS

ANTA Flexible Learning Fellowships were awarded to registered training organisation managers to pioneer more flexible learning methods for their clients. Using their fellowships, managers apply research into flexible learning best practice from around the world. \$60,000 was spent on the program in 1999.

NET*WORKING '99

Business people, trainers, technology experts and others came together in September 1999 for NET*Working '99, ANTA's second national flexible learning conference.

Topics covered included the future of flexible learning in vocational education and training, staff professional development, online instructional design, and how new technologies are recasting both the teaching and learning experience.

An online conference was also conducted around the event, providing a new medium for conference participation.

FLEXIBLE LEARNING NATIONAL PLAN

In 1999, ANTA chief executive officers approved *Flexible learning for the information economy: A framework for national collaboration in vocational education and training 2000-2004*. This is a five-year plan for flexible learning in the vocational education and training system.

The plan aims to make Australia the global leader in applying new technologies to vocational education and training products and services. It identifies, as being of national importance:

- creative, capable people
- supportive technological infrastructure
- world-class online content development, applications and services
- enabling policies and protocols
- the ability to solve problems.

Strategy 2000

The five-year plan is supported by Strategy 2000, which will fund 26 flexible learning projects in the five areas. \$20m was allocated annually, most of which is being allocated to States, Territories and consortia by competitive

tender. Projects will be managed by the EdNA VET Advisory Group, the national advisory body on flexible learning issues in vocational education and training.

Statistical measures of flexible delivery processes and results will be developed in 2000.

Strategy 2001, the plan for the second year of the plan, will see further project funding.

SCHOOL TO WORK TRANSITIONS

Young people in Australia are now better educated than ever. However, there is still a concern that participation levels of 15-19 year olds in some form of education and training need to be improved.

A number of initiatives are under way to help lift participation levels:

- opportunities for students to learn in real work settings, including New Apprenticeships and VET in Schools;
- establishment of a common qualifications framework across all educational sectors; and
- local initiatives to help re-integrate young people at risk.

VOCATIONAL EDUCATION AND TRAINING IN SCHOOLS

Vocational education and training in schools is one of the system's outstanding success stories: from only a few thousand students in a handful of schools in the early 1990s, to 136,710 students in 90% of Australian secondary schools in 1999. These students do programs that can result in a certificate I, II or III as well as a senior secondary certificate.

This success has had a profound and positive effect on all parties. Local businesses have been drawn back into the education process. Schools have reached out to businesses and their broader communities. Students have found interesting and rewarding reasons for

staying at school, and in doing so, have found reasons to be positive about learning. Their qualifications have increased in value, and opened a door to further learning.

In 1999, 3,994 students took the further step of starting a part-time New Apprenticeship, compared with only 1,500 students in part-time New Apprenticeships in 1998. Broadly speaking, this means they are not so much students doing vocational programs, as trainees and apprentices doing some academic, school-based subjects toward a senior school certificate.

In the current program, ANTA provides \$20 million a year to States and Territories to support the development and implementation of Vocational Education and Training in Schools programs. ANTA's VET in schools funding program (\$80 million over 4 years 1997 - 2000) was designed to be a catalyst to encourage these partnerships develop and thrive and will be evaluated in 2000.

In April 1999, the Ministerial Council for Education, Employment, Training and Youth Affairs (MCEETYA) Taskforce on VET in Schools outlined the significant expansion in the number of senior secondary students undertaking training as part of their senior secondary studies. In 2000, ways of collecting nationally-consistent data on vocational education and training in schools will be fully established, based on the data collection standards for the vocational education and training system.

In 1999, development continued of resources to implement Training Packages in schools. Materials were developed for training in agriculture, automotive, building and construction, community services, manufacturing engineering, horticulture and racing. Resources were also developed in four more industries - information technology, printing and graphic art, sport and recreation and will be distributed in mid-2000. In 2000, 15 more resources will be developed for 14 more industries, including electrotechnology, financial services,

hospitality, laboratory operations and transport and distribution. These will be distributed in early 2001.

WORKSKILL AUSTRALIA

The WorkSkill Australia Foundation organises regional and national skill competitions, giving tens of thousands of apprentices and trainees from a wide range of industries the opportunity to compare their skills against others. Not surprisingly, these events are very popular with learners, their families and trainers. The highest awards - gold medals - also entitle the winners to compete in the International Skill Olympics. Australia regularly has medal winners in the international events.

In 1999, for the first time, WorkSkill organised competitions for vocational education and training students in schools. These had pride of place at the national competition in Melbourne in May 1999 in carpentry, cookery, horticulture, information and technology, internet challenge, metal engineering, office secretarial and retail.

ANTA and the State and Territory training authorities jointly contribute funds for the conduct of regional, State/Territory and national skill competitions for apprentices and trainees run by the WorkSkill Australian Foundation Inc. WorkSkill is also working in partnership with ANTA, the Commonwealth and the States and Territories to align skill competition projects against Training Package competencies.

Improving language, literacy and numeracy skills

The abilities to read, communicate and do basic calculations are the foundations on which learning is built.

Unhappily, in many Australians these foundations are inadequate for the lifelong learning they will require, to achieve their dreams in our future society and economy.

The vocational education and training system is well aware of the challenge. It has traditionally helped those whose schooling left them unprepared for further learning; those from non-English speaking backgrounds; those who just struggle to learn; and those whose basic skills just aren't enough for the demands of modern work.

LANGUAGE, LITERACY, NUMERACY AND TRAINING PACKAGES

Training Packages have exposed the need for improved language, literacy and numeracy in two ways.

By systematically cataloguing the skill needs of industry, they are now addressing the language and literacy needs that underlie most learning.

In industries without a history of structured training, there appears to be a lack of basic skills. Training Packages address this imbalance and offer workers in many industries the means for a better future through innovation, better communication, more learning and greater use of technology.

In 1999, several steps were taken to improve the way that Training Packages deal with language, literacy and numeracy needs.

Workplace communication in Training Packages project

In 1999, the ANTA-managed Workplace Communication in Training Packages project:

- provided improved advice to Training Package developers about language and literacy needs

- improved the readability of ANTA policy and process documents
- developed industry-specific language and literacy support resources, assessment and training materials, and professional development materials for Training Packages
- established a team of language and literacy evaluators to advise Training Package reviewers.

The project was originally funded in 1997 by the Department of Education, Training and Youth Affairs' Workplace English Language and Literacy Program. The project finished in 1999, but the lessons learned will continue to inform Training Package development, evaluation and review.

In 2000, a project funded by the Department of Education, Training and Youth Affairs will produce resources and approaches to address the language, literacy and numeracy needs of apprentices and trainees.

The main challenge in future will be to ensure that language, literacy, numeracy and workplace communication issues are built in to the development and review of Training Packages and support materials, and not just bolted on.

WORKPLACE COMMUNICATION PROFESSIONAL DEVELOPMENT FOR VOCATIONAL EDUCATION AND TRAINING IN SCHOOLS

In 1999, a professional development resource for assessing vocational education and training in schools students about workplace communication was distributed to over 2,000 schools and training organisations Australia-wide. This resource is available online at www.anta.gov.au/abc/default.htm.

NATIONAL REPORTING SYSTEM WEBSITE

Trainers, assessors, training authorities and others now have professional development available online about using the National Reporting System as a language, literacy and numeracy reporting tool in Commonwealth programs. During the year, the website (at www.nrs.detya.gov.au) was trialled, launched and handed over to the Department of Education, Training and Youth Affairs.



Initiatives are being developed to help a wide range of Australians improve their language, literacy and numeracy skills.

ADULT LITERACY NATIONAL PROJECT

The Reading and Writing hotline, and the 'Never too late' show on national television, help a wide range of Australians to improve their language, literacy and numeracy skills. Both initiatives are part of the Adult literacy national project.

In 1999, the Adult Literacy and Numeracy Australian Research Consortium commissioned research into the implementation of Training Packages and conducted several smaller projects on youth at risk. Reports of these activities will be available through the National Centre for Vocational Education Research's VocEd database. In addition, resources and projects on adult literacy were conducted, as was research.

In future, the project will commission language, literacy and numeracy research and projects.

OTHER

In addition to the national activities, ANTA allocates \$7 million of Commonwealth funds annually to States and Territories for language, literacy and numeracy training. In 1999, these activities focussed on the language, literacy and numeracy needs of workers. There are more details in the State and Territory sections in Volume 2 of this report.

Implementing the National Training Framework

The National Training Framework embodies two of the most important principles underlying the vocational education and training system:

- industry leadership of the system
- the need for a national system.

The framework captures the essence of the unique reforms which are building Australia's vocational education and training system into a world leading one. Using the Training Package component of the framework, industry has exercised leadership in the system through specifying the competency and qualification outcomes needed to underpin competitiveness and quality in Australian enterprises. Training Package coverage and take-up is rapidly expanding.

The other component, the Australian Recognition Framework, ensures nationally consistent and quality provision of vocational education and training by registered training organisations. The recognition framework provides for full recognition of student and trainee achievements by training organisations and authorities in all States and Territories.

In 1999, the Australian Recognition Framework entered its second full year of operation. During the year, ANTA worked closely with Governments to address issues arising in the transition from the old system to the new;

and to ensure that qualifications are, indeed, recognised Australia-wide. As part of agreed transition arrangements, States and Territories 'deemed' and then started auditing existing training organisations, including TAFE institutes. This work will be completed by the end of 2000.

At the end of 1999, there were 4,524 registered training organisations across Australia. The strong growth in the number of new registered training organisations in several States increased the demand for information services and registration processes. The volume of the recognition and audit work placed heavy demands on those areas in all States and Territories.

TRAINING PACKAGES

Training Packages provide the foundation for vocational education and training programs. They bring together through one industry-managed process the previously disconnected approaches to standards, programs, qualifications and learning resources, creating a comprehensive package for learning and assessment leading to nationally recognised qualifications.

Each Training Package includes:

- competency standards, which are the competencies each industry needs its workers to have
- the national qualifications a person gets when they are assessed as competent against different combinations of standards in the package
- guidelines for assessing competence
- generally, resources to support learning and assessment, and the professional development of teachers and trainers.

Training Package development, endorsement

By the end of 1999, the National Training Framework Committee had endorsed a total of 47 industry and three enterprise Training Packages. Packages endorsed in 1999 included areas of rapid employment growth (such as financial services, information technology and community services) as well as Australia's current economic mainstays (manufacturing and primary resources, including forest and forest products, food processing and mining).

Each package is endorsed after an exhaustive development process lead by industry training advisory bodies (or in some cases by other bodies or enterprises). Businesses and industry bodies are researched on their skill needs, and package components are developed and trialled with them.



The Forestry and Forest Products Industry Training Package was endorsed by the National Training Framework Committee in May 1999.

The number of packages endorsed, and their workforce coverage, was somewhat lower than anticipated. Training Package development can raise major industry issues, leading to delays while issues are tackled and industry support gained. The hairdressing and automotive manufacturing packages were held up for these reasons, and a few other packages have similar issues to overcome.

Training Package implementation

In 1999, all States and Territories submitted implementation plans for the first 31 endorsed Training Packages, on the basis of which some \$10m was released by the Commonwealth and ANTA and made available over 1999/2000 to fund implementation. In 2000, more funds will be allocated to implementing Training Packages, and payment is based on the number of Training Packages implemented.

All States and Territories made a commitment to accelerate the implementation of Training Packages in 1999, and ANTA continued its commitment to the development, continuous improvement and review of Training Packages.

Training Package review and continuous improvement

Training Packages are reviewed in two ways:

- developers continuously monitor industry feedback, to ensure they are current and that training can be based on them
- formal reviews are conducted.

In 1999, formal reviews of the first 12 endorsed Training Packages started. These are comprehensive and involve two stages: the review and the redevelopment stage.

The review stage includes thorough canvassing by Training Package developers of Industry experience and satisfaction with Training Packages, together with feedback from the registered training organisation perspective to ANTA and training package developer through each State or Territory Authority. Agreement on the necessary enhancements is then reached before the redevelopment of the Training Package is contracted.

The redevelopment of the Training Package is then subject to normal validation and endorsement processes.

Some common themes emerging from the continuous improvement of Training Packages includes the need:

- to better incorporate underpinning knowledge in competency
- to ensure all pathways are available for qualifications
- for standards to be well structured to assist in consistent assessment by registered training organisations.

Evaluating Training Package support materials

In 1999, a process and quality criteria were developed by which to evaluate all Commonwealth-funded support materials for Training Packages. 32 out of 35 full sets of materials were approved; while over 800 new resources were listed on the National Training Information Service as meeting the quality criteria. The process will be extended to non-government resources in 2000.

The support materials for Training Packages have, on the whole, proven useful.

The supply of support materials from ANTA has not kept pace with the demand from registered training organisations. Substantial extra funds have been allocated for a strategic approach to the further development of these materials, but significant contributions will be required from training organisations themselves to meet all requirements.

Training Package advice

In 1999, three manuals for Training Package developers were written. 5,500 copies each of *Policy for Training Packages* and *Process for Training Package Development* were distributed. Initial sections of the *Training Package Development Handbook* were released

on the ANTA website. The rest will be finished in 2000 and the whole document will be available in printed form. All three manuals are also available at www.anta.gov.au.

Use of common standards in Training Packages across industries

The skill needs of any Australian industry are a mixture of needs specific to that industry, and more general skills that are needed in many industries (for example, customer service, basic administration, managing one's own work).

Ideally, these general competencies should be written once, to apply to all industries, and included (either as-is, or with small adaptations) in each Training Package. This would save Training Package developers time and effort, and would give learners a head start in getting qualifications from different packages.

In 1999, work started to address a need for good cross-industry standards, with the preparation of 'guideline standards'. These are generic standards covering broad cross-industry skills that can be put in context for different industries and included in their Training Package.

Guideline standards were developed for food safety by a consortium of seven national industry training advisory bodies, and are also being developed for customer service and design. As well, the Laboratory Operations Training Package was endorsed in 1999. It contains standards and qualifications to suit many industries that use laboratory techniques, such as sampling, testing and scientific analysis.

As packages are reviewed, ANTA is also encouraging developers to use existing standards from other packages, where the skills are essentially the same.

BETTER LINKS BETWEEN VOCATIONAL EDUCATION AND TRAINING, HIGHER EDUCATION AND SCHOOL

The main questions facing people who want to move from vocational education and training to university (or vice versa) are, 'What course does completion of my last course allow me to move into?' and 'Will anything relevant that I have learned in my last course reduce my time in the new course?'.

More and more people are asking these questions, as they seek to continue learning in the system of their choice.

In early 1999, the Australian Vice-Chancellors' Committee in partnership with ANTA started a major project to investigate the current links between vocational education and training and higher education qualifications, in order to develop guidelines for qualification linking, and credit transfer, between the two systems. Research, and national consultations with stakeholders from each system, were conducted.

A project report with draft guidelines will be published on the internet by May 2000. The draft guidelines will list the objectives of qualification links, and provide advice on how links can be made. They will be further consulted before final decisions are made.

Early in 1999, the ANTA CEOs' Committee considered issues raised by New South Wales as to how achievement in school vocational subjects might count for entry to higher education. Work was proposed to increase the recognition of these courses by industry and higher education.

IMPROVED DATA

In 1999, the Australian Bureau of Statistics made substantial progress on two important initiatives. The Australian Standard Classification of Education (ASCED) and the National Education and Training Statistics Unit (NETSU) will improve the comparability of

data from the vocational education and training, schools and higher education sectors, as well as from ABS surveys.

Both of these initiatives will support the implementation of the National Training Framework through the provision of improved data on which to base future decisions.

ASSURING THE QUALITY OF VOCATIONAL EDUCATION AND TRAINING

Quality assurance is another critical component of the management of the national vocational education and training system. States and Territories, ANTA (particularly through the National Training Framework Committee), DETYA and industry all have a role in assuring the quality of key components of the system and of their interaction.

In 1999, the ANTA CEOs' Committee established an Implementation Issues Group, to examine a number of implementation and quality assurance issues, including risk management in the system. The group will lead a national process, mandated by ministers. The group includes representatives of ANTA, DETYA, State and Territory training authorities, the Business Council of Australia, the Australian Chamber of Commerce and Industry, the Australian Council of Trade Unions and the Australian Industry Group.

The group intends in the first half of 2000 to:

- develop a more sophisticated approach to management of the risks to quality, including a more targeted approach to auditing registered training organisations
- develop a guide to good practice in Australian Recognition Framework compliance auditing
- consider legal issues relating to the implementation of the national system

- review the role, definition and operation of quality endorsed training organisations.

The need for vigilance of quality was further emphasised with the establishment of the Senate Committee Inquiry into Quality of Vocational Education and Training during the year. The inquiry's report is due in October 2000. It also coincided with independent reviews by three States of quality issues surrounding their traineeship and apprenticeship activities.

National Training Framework Committee

The National Training Framework Committee monitors the effective operation of the framework. In 1999, it initiated two evaluations of different aspects of the framework, both of which are due for completion in mid-2000. The evaluations look at:

- consistency in competency-based assessments leading to nationally recognised qualifications
- the extent to which packaging requirements vary for certificates III and IV, across a range of Training Packages.

The committee also foreshadowed an evaluation of the requirements for underpinning knowledge in standards within Training Packages.

OTHER ISSUES TO BE ADDRESSED

There are several other immediate and important issues around the introduction of the National Training Framework that need to be addressed. These are the need to:

- identify and remove all other barriers to national recognition and portability
- improve the quality of training and assessment conducted in workplaces
- enable the existing competence of more people to be recognised.

To address these issues:

- \$1.74m was allocated for a major project to look at assessment and the issues surrounding it, including the recognition of prior learning
- \$13.5m of Department of Education, Training and Youth Affairs funds (administered by ANTA) has been allocated over the next 18 months to develop industry-specific and generic training materials for Training Packages, particularly for use by apprentices and trainees. This one-off funding will complement work being done by ANTA to develop Training Packages.

Other projects have also been mooted to address these issues in 2000.

Increasing industry investment in training

Australia has an industry-led vocational education and training system.

All stakeholders acknowledge that the system must prepare Australians for work, and must help them to increase their competence once they have jobs.

Industry is well-represented on all of the system's leadership bodies. Training Packages and New Apprenticeships are two key aspects of the system that aim to put industry needs first.

Most importantly, Australian businesses make an enormous contribution from their own resources to training estimated to amount to almost \$4 billion in 1998.

Enterprises make this contribution for a variety of reasons. Some clearly see that there is a return on investment from training that makes them competitive, and it makes them attractive in recruiting and retaining employees. Others focus more on immediately applicable skills within the workplace. However, some companies are not enthusiastic about training at all.

The challenge for industry is for more enterprises to come to terms with the critical role of the skills in business success, and to

manage skills and learning as a critical corporate investment rather than an optional expense.

The challenge for the Australian VET system is to position education and training offered within the National Training Framework as the preferred choice for enterprises seeking quality relevant training that delivers outcomes for business.

CASE STUDIES OF THE VALUE TO BUSINESS OF TRAINING

In 1999, case studies about training were collected from 112 companies across 25 industries. These were used in a range of industry-based publications and newsletters. The case studies show how companies are getting a return on their training investment.

The automotive, engineering and electrotechnology skill shortage groups continued their work throughout 1999. This Commonwealth initiative is drawing out key issues around skills development in these industries, which provide critical input into customised materials and training solutions to meet their needs.



Australian businesses make an enormous contribution from their own resources to training.

INDUSTRY FORUMS

Industry forums are an easily-accessible way for businesses to consider the benefits of training, and to keep up-to-date with changes to the system.

In the second half of the year, 1,184 people attended 21 industry forums in Queensland, New South Wales, ACT, Victoria, South Australia and Tasmania. Six more forums in Victoria and New South Wales, postponed from late 1999, will be held in 2000. Peak industry associations and State and Territory training authorities hosted (or will host) the forums, which ANTA Board members and ANTA senior management attended.

Feedback from forum attendees has been very positive, with frequent requests for follow-up forums to look at what action has resulted from issues raised. The ACT Training Authority, together with the ACT Chamber of Commerce & Industry, organised one such follow-up forum in December 1999, to look at marketing New Apprenticeships.

An indication of the breadth of issues raised has been the education and training needs of

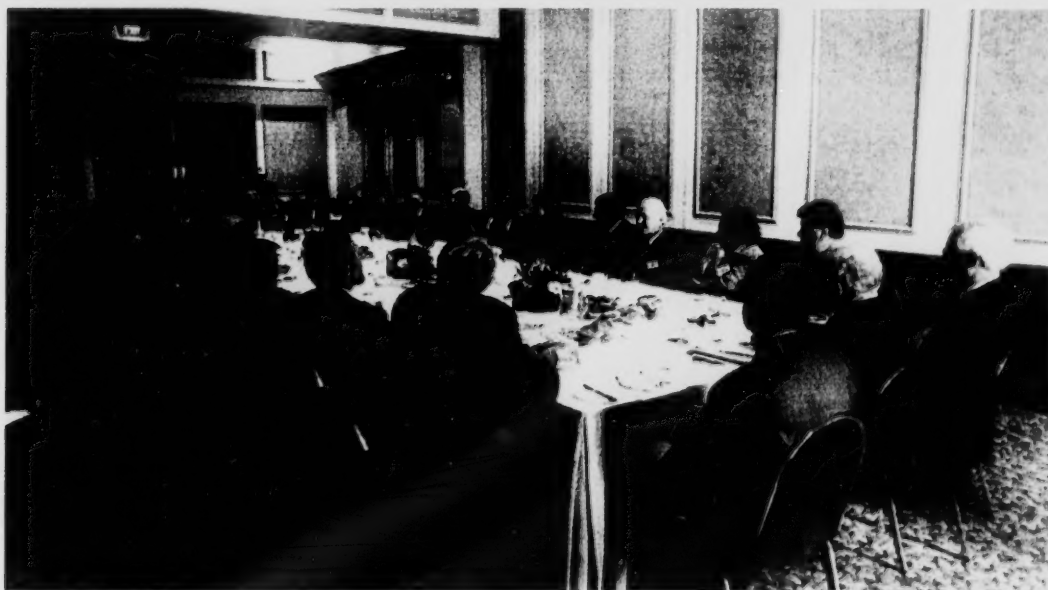
family businesses. This has triggered a great deal of interest and research into enterprises owned and managed by one or more families.

The number of employer, employee and industry associations wanting to be involved in forums continues to grow, as does the list of speakers that can be used for forums. In 2000, the initial program will be evaluated and the results used to plan future forums.

IMPROVING BUSINESS PROCESSES

In 1999, a series of forums were undertaken with bodies comprising the national industry training advisory arrangements - now part of an enlarged group that includes other peak industry associations, Group Training Australia, State and Territory training authorities, training providers and the NACsInfo Service - to consider where the system is going in the future, and what this means for the roles of intermediary bodies.

The aim is to assist the industry bodies that support enterprises in skill development and training to do this more effectively. This involves improving relationships between



The South Australian Vocational Education, Employment and Training Board hosted an industry breakfast on 11 November 1999, in Adelaide.

stakeholders in industries and the vocational education and training system so that skills and training issues can be effectively addressed, and developing a more integrated approach to activity directed at enterprises so that it is closer to company preferences for a 'one stop shop' approach.

For example, the Rural Industry Learning Committee is developing a website for people in rural industries (and those with an interest in them) with information about learning opportunities and how to act on them. It has also linked non-accredited training and rural training programs that lead to formal qualifications.

INDUSTRY TRAINING ADVISORY ARRANGEMENTS

Industry training advisory bodies (and other recognised bodies) feed industry data and points of view into the system's policy, planning and product development processes. The bodies also promote, and provide information about, the system to businesses in their industry.

In 1999, there were 23 national industry training advisory bodies and six recognised bodies.

In 1999, a review was started of the effectiveness of all industry training advisory bodies. The review will get the views of small, medium and large businesses and industry organisations. The review will be completed in mid-2000. As a result of the first stage of the review, a new agreement has been reached on funding of State and Territory industry advisory arrangements. This requires a clearer expression of the outcomes expected from the bodies, and requires national, State and Territory bodies to actively implement the National Training Framework and engage industry in increasing the amount of training done.

Contracts with the bodies now emphasise the need to engaging enterprises in their activities, and to continue to develop and review Training Packages. Closer links are being built with State

and Territory networks, and documentation on best practice produced. Communication and cooperation with (and between) the industry advisory networks also improved during the year.

ENCOURAGING SMALL BUSINESS TRAINING

In 1999, the initial research for the national marketing strategy painted a much clearer picture of small business attitudes, values and behaviours around training.

The research debunked the traditional view that small businesses are generally not interested in training, and don't value it. The research, and other evidence, shows that while small businesses value learning and the development of better skills and techniques, and see them as being good for business, other issues are on their minds. They find it difficult to engage with formal recognised training, view compliance with government training requirements as unnecessarily expensive and complex, and prefer informal training. In other words, small businesses value training if it convincingly increases productivity and reduces cost, with manageable effort.

And as with the general community and other business samples, opinions on even these issues vary widely.

In 1999, steps were taken to improve perceptions of training as relevant and valuable for small businesses, and to reduce real and perceived barriers to training. Research was undertaken to identify gaps in existing standards and training for small business management and proprietorship. Training Packages were desk audited to ensure that their standards and qualifications are useful to small businesses. The Small Business Traineeship was reviewed and upgraded, to show that the system can tailor learning solutions to small business needs, and to show the improved value and reduced red tape of New Apprenticeships.

While this work established that the standards and qualifications in most Training Packages meet the needs of small businesses, it also showed how standards can be better packaged to meet small business needs.

In 2000, Training Package developers will use the research findings to review and improve the usefulness of packages to small businesses. Scheduled reviews will look at how packages can better meet small business needs for training off site, after hours and in short bursts.

It is expected that the Business Services Training Package will be endorsed in 2000. It will include standards in business management and proprietorship, which will address the needs of small businesses.

In their annual plans, State and Territory training authorities committed themselves to help increase partnerships between industry and registered training organisations, with a particular emphasis on involving small businesses.



Small businesses in a range of industries are becoming increasingly involved in partnerships between industry and registered training organisations.

Provide greater opportunities and improved outcomes for under-represented clients

In its national strategy, the vocational education and training system commits itself to achieving equitable outcomes in vocational education and training for all Australians.

TASKFORCES FOR PEOPLE WITH A DISABILITY, INDIGENOUS PEOPLE

In 1999, the ANTA Board established two taskforces to oversee the development of implementation plans for the national strategies for people with a disability, and Indigenous people, in vocational education and training. The taskforces, chaired by ANTA Board members, started developing implementation plans for both strategies. These plans are to be presented to Ministers in mid-2000 with implementation to follow.

GUIDELINES FOR TRAINING PACKAGE DEVELOPERS

Guidelines for Training Package developers, assessors and trainers were developed in 1999. They explain how to make 'reasonable adjustments' for people with a disability. Work started to prepare similar guidelines for Indigenous people, women and people with low literacy and numeracy skills. These will be completed in 2000.

EQUITY DEMONSTRATION PROJECTS

As a result of the recommendations of the review of the equity demonstration projects undertaken in 1998, an equity demonstration workshop in Melbourne was held to showcase best practice. Fourteen projects from around the country were featured, and information on other projects provided to a national audience. Participants rated the day as a success, and a similar workshop will be held in 2000.

In 1999, ANTA provided funds to each State and Territory for equity demonstration projects. The guidelines for funding were also updated to refer to the two strategies, and States and Territories asked to consider the strategies

when funding projects. The projects funded show that State and Territory training authorities take a different approach to equity.

SPONSORSHIPS

In 1999, ANTA sponsored the launch of the Wadu strategy for Indigenous vocational education and training in schools, the New Apprenticeship award in the National awards for women in non-traditional work and study, and a conference on migrants and labour market deregulation.

ACTION FOR WOMEN

In 1999, among other work, the Vocational Education, Employment and Training Women's Taskforce started revising the National women's vocational education and training strategy. It will be finished in 2000.

Work started to develop an International Women's Day event, and will continue in 2000. Funds will also be provided in 2000 to sponsor International Women's Day events around Australia.

ACTION FOR PEOPLE IN CORRECTIONAL SERVICES

Late in 1999, work re-commenced on a national policy on vocational education and training in correctional services. Representatives of ANTA, the Commonwealth, State and Territory training authorities and correctional services departments will continue working on the policy in 2000.

ANTA DISABILITY FORUM

In 1999, the ANTA Disability Forum continued to advise the ANTA Board on issues around people with a disability and vocational education and training.

The forum finalised a national plan of action for people with a disability in vocational education and training, titled *Bridging pathways*. The plan was based on consultations in each State and Territory, which also served

to educate policy makers about the situation of people with disabilities. The plan was presented to the ANTA Board in May, and a taskforce established to implement it (see early in this section). A forum representative was on the taskforce, and worked closely with the consultants to develop the implementation plan.

The forum worked with the Australian Student Traineeship Foundation, the Queensland Vocational Education and Training Disability Reference Committee, industry training advisory bodies, the National Disability Advisory Committee, the ACROD Education and Training Committee and several group training companies to progress issues for people with disabilities.

In late 1999, ANTA relocated the secretariats for the forum, and for the Aboriginal and Torres Strait Islander Peoples Training Advisory Council (see below) to Southbank Institute of TAFE in Brisbane. The colocation of the secretariats is expected to improve information sharing and administrative arrangements, and make the most of potential synergies between the groups.

ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES' TRAINING ADVISORY COUNCIL

In 1999, the Aboriginal and Torres Strait Islander Peoples' Training Advisory Council continued to advise the ANTA Board about issues affecting the vocational education and training experiences of Indigenous Australians. The council met four times.

The council hosted the inaugural national Indigenous information technology and education conference.

In 1999, the council developed a national strategy for Indigenous people, titled *Partners in a learning culture*. The strategy was based on extensive consultations throughout the country, with communities as well as bureaucracies. The strategy was presented to the ANTA Board in May, and a taskforce established to implement it (see early in this section). The council was represented on the taskforce.

The council helped industry training advisory bodies and others develop training resources for Aboriginal and Torres Strait Islander people. It also helped the Australian Student Traineeship Foundation develop the Wadu strategy for young Indigenous Australians in schools.



This all female gang of carpenters demonstrates that greater opportunities and improved outcomes in VET are available for all Australians.

Achieving greater efficiency

GROWTH FROM EFFICIENCIES

The ANTA Agreement (1998-2000) includes a framework for achieving growth in the national vocational education and training system through improved efficiency. Under the framework, the Commonwealth agreed to maintain funding levels in real terms and the States and Territories agreed to identify efficiencies so as to fund growth and system enhancements.

During 1999, States and Territories updated their existing plans for achieving growth and improving efficiency. While some jurisdictions identified new strategies for growth and improved efficiency, most consolidated their existing strategies. These commonly included:

- structural reform of purchaser and provider organisations
- competitive tendering within open training markets
- negotiated productivity improvements through enterprise bargaining
- leveraging industry contributions, and the lowered public costs of training fully on-the-job apprentices and trainees
- reducing the invalid module enrolment rate (which is the proportion of students who enrol in a training program but who don't commence it)
- the use of new technologies to make training delivery more flexible, and to achieve longer-term savings
- more recognition of prior learning.

The updated plans also included a revised estimate for 1999 (and an initial estimate for 2000) of the anticipated level of growth and efficiency improvement.

In 1999, States and Territories collectively increased their anticipated level of growth from 11 to 15.5m annual hours curriculum above revised planned 1997 levels (1997 being the

base year). A greater level of efficiency improvement (+4.7%) was also expected, above initial estimates (+3.6%).

As detailed in Volume 3 of this report, States and Territories actually delivered an additional [27.3 million] annual hours curriculum in 1999 above final 1997 levels. Actual efficiency improvement over the same period was [99%].

INFRASTRUCTURE PROGRAM REVIEW OUTCOMES IMPLEMENTED

The review of the Infrastructure Program was completed in early 1999. This program is the major source of Commonwealth funds for vocational education and training system infrastructure.

The review found that the original purpose of the program - to expand the provision of student places in vocational education and training by establishing TAFE colleges across Australia - had largely been achieved, and that a new rationale and objectives were required.

It recommended that the vocational education and training system should manage its assets so as to more effectively use available funds, and should focus on the need for new technology and flexible delivery systems, particularly on-line delivery. In all, 22 wide-ranging recommendations were made. All jurisdictions are committed to implementing them.

Many of the recommendations have now been implemented. Of particular note is the allocation of \$20m to new learning technologies over four years.

To address outstanding issues, an Infrastructure Working Group was formed in October 1999. This group will develop a new accountability framework for vocational education and training infrastructure, using the asset management recommendations from the review. This work will be completed in 2000.

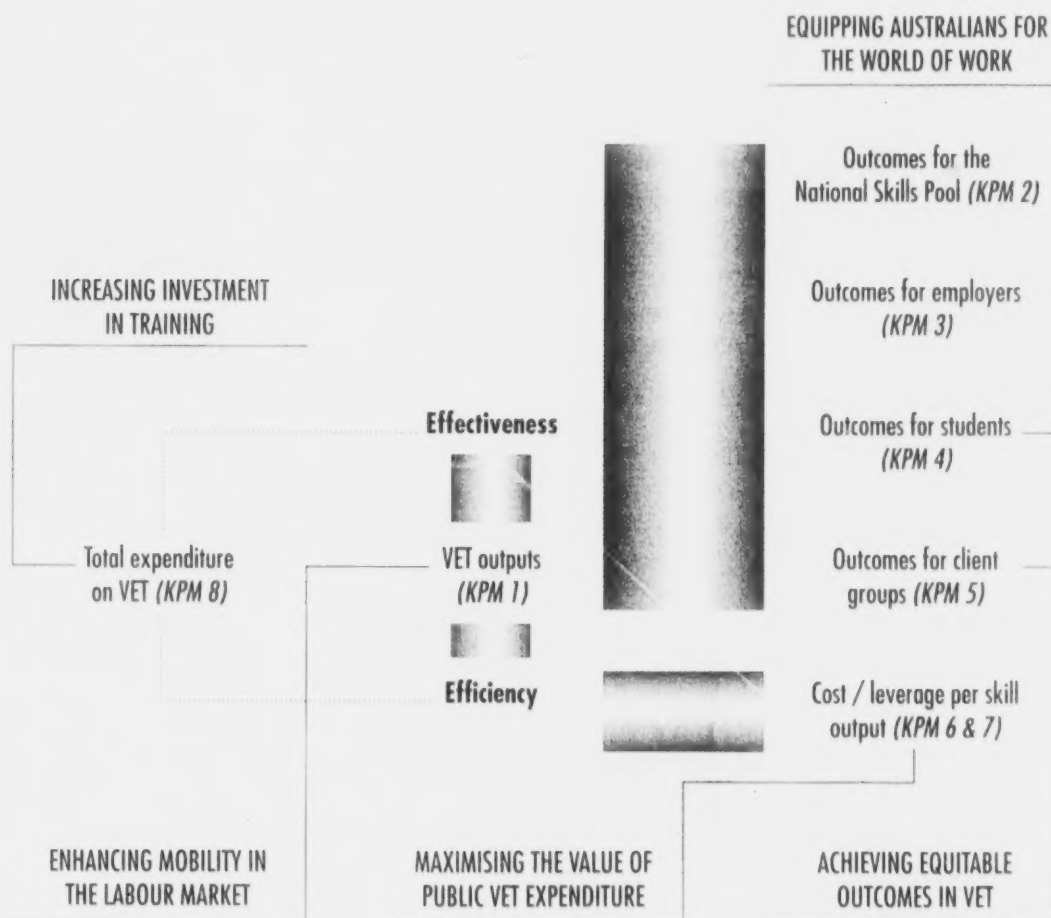
The report also recommended that the three sub-components of the Infrastructure program (industry-based skill centres, skill centres for school students and vocational education and training facilities for Indigenous people) be reviewed in 1999. This review recommended that all three sub-components continue, and also made recommendations about the management and administration of the three sub-components. This resulted in revised guidelines for the first two sub-components being agreed by the ANTA Ministerial Council in November. Guidelines for facilities for Indigenous people will be developed in early 2000, in conjunction with the implementation plan for the Aboriginal and Torres Strait Islander strategy for 1999-2003.

KEY PERFORMANCE MEASURES

In 1999, work continued on developing key performance measures to assess the system's progress toward achieving the objectives established in the national strategy for vocational education and training for 1998-2003.

In June 1999, the Performance Review Committee presented to the ANTA Ministerial Council its report on the development and implementation of key performance measures. Ministers agreed to eight measures, and to an implementation timetable that will see data collected against all measures in 2001, for reporting in 2002. The diagram below shows the eight measures.

Diagram 7.1 THE KEY PERFORMANCE MEASURES.



During 1999, information systems throughout the system were upgraded against the Australian Vocational Education and Training Management Information Statistical Standard to allow for data collection on units of competency under Key Performance Measure (KPM) 1. Skill outputs through Training Packages are reported for the first time in 1999 in Volume 3.

A national decision was taken (and an implementation plan written) on how to achieve national consistency in the measurement of qualifications under KPM1. It is planned, nationally, to start reporting eligibility to receive a qualification in 2001, for those who were eligible in 2000.

Pilot projects were established to investigate the feasibility of developing a standardised output measure under KPM1. Progress has been slow, because some jurisdictions continue to have reservations about the measure.

Consultations confirmed that a multi-faceted approach is the best way to measure the stock of vocational education and training skills against the desired levels under KPM2.

Expanded employer satisfaction (KPM3) and student outcomes (KPM4) surveys were developed and implemented. The employers' survey now includes employers who do not

employ vocational education and training graduates. The student outcomes survey now includes students who successfully completed training below the level of a full qualification.

Agreement was reached on the use of accrual-based AVETMISS expenditure data when determining the level of public expenditure under KPM6 and KPM7. The possibility of surveying all private registered training organisations to determine total recognised outputs (both public and privately funded), as required under KPM7, was discounted. Investigations continue into the possibility of obtaining this information through the Australian Bureau of Statistics Survey of Education and Training.

Agreement was also reached on a methodology for measuring and reporting the total expenditure on vocational education and training under KPM8. Negotiations were also undertaken with the ABS for the conduct of a survey of employer expenditure on vocational education and training.

Responsibility for the remaining implementation steps has been divided between ANTA and the National Training Statistics Committee. The committee will be responsible for all measures, once the implementation phase is complete.

Funds allocated under national programs are an important factor in enabling many of the national features of the vocational education and training system. National programs aim to increase demand for vocational education and training, and encourage vocational education and training in enterprises. 1998-99 and 1999-2000 programs in particular encouraged industry participation in competency-based training. The table at the end of this section shows allocations to national programs.

EQUITY DEVELOPMENT AND TRAINING INNOVATION

In 1999, ANTA funded each State and Territory for equity demonstration projects. The guidelines for equity development and training innovation funds in 1999-2000 were changed to refer to the national strategies for people with a disability, and for Indigenous people. States and Territories were asked to consider these strategies when funding projects.

Adult and community education

The adult and community education sector was funded for research and development, for Adult Learners' Week and for projects to achieve the goals of the national adult and community education policy.

A grant-in-aid is provided to Adult Learning Australia, the national peak body of the sector.

Training innovation

Industry was funded to develop new and more effective approaches to delivering training. Projects that encouraged training reform and advanced the national system's objectives were given priority.

INDUSTRY TRAINING ADVISORY BODIES

This program funds national industry training advisory bodies and other registered bodies. Funds were used to develop industry strategic plans, engage industry in the National Training Framework and for liaison between industry and government. State and Territory training authorities were also funded to support their own industry training advisory arrangements, through which is done similar work.

Training package development

These funds were used to develop, maintain, promote and review Training Packages.

Group training

ANTA funds group training under the joint policy agreement with State and Territory Governments. The joint policy requires States and Territories to match the funds provided by the authority. Group training companies employ apprentices and trainees, manage their employment with host employers and arrange structured training with these employers and training organisations. They operate on an industry and regional basis.

NATIONAL PROGRAM ALLOCATIONS 1998-1999 AND 1999-2000

Program	1998-1999 (\$m)	1999-2000 (\$m)
Equity development and training innovation	3,290*	3,740*
Industry training advisory bodies	17,000	17,000
Training package development	13,016	13,398
Group training	9,590	8,932
Skills centres	0.063**	0.000
Total	42,959	43,070

* NOTE: Funding of \$240,000 was reappropriated through the additional estimates process and carried forward into 1999-2000.

** NOTE: this relates to a commitment paid in 1998 - 99. Skill Centre funding is now provided as part of the Infrastructure Program.

Each year, national projects are funded to help achieve the objectives of the vocational education and training system's national strategy. These projects relate to:

- the management and support of the core vocational education and training system
- the implementation of agreed system reforms
- national priority areas for action as agreed by the ANTA Ministerial Council.

The six priority areas for national projects in 1999 were:

- statistics
- professional development
- system development
- communication and information

- quality assurance
- research.

Projects are managed by ANTA, the Commonwealth, States or Territories, or by other bodies such as the National Centre for Vocational Education Research. In most instances, the managing body is supported by a steering committee or working group made up of representatives of ANTA, the Commonwealth, States and Territories.

The table below shows actual expenditure in 1999 on each national project. Actual figures are being provided for the first time this year, rather than budgeted figures as in the past. This provides more accurate information on national project expenditure.

NATIONAL PROJECTS EXPENDITURE 1999

Category	Project	\$ m
System development	Flexible delivery	\$2,501
	Capital issues	\$0,130
	New Apprenticeship management	\$0,313
	Adult literacy and numeracy	\$2,000
	Scenario planning	\$0,150
	Shared development of IT systems	\$0,030
	AEShareNet	\$0,900
	Non-traditional pathways to AQF3 qualifications in trade occupations	\$0,142
	Equity measures	\$0,054
	Continuous improvement of Training Packages	\$0,030
	Training Package implementation	\$1,914
Statistics	Statistical services	\$4,787
	Audit (maintenance of effort)	\$0,230
	Benchmarking VET report	\$0,125
	Implementation of key performance measures	\$1,212
	Economic modelling and forecasting	\$0,035
Research	ABS surveys	\$0,038
	NREC	\$2,351
	Key centres	\$0,914
	Framing the Future	\$1,414
Professional development	LearnScope	\$1,123
	Australian Education International	\$1,000
	Workplace learning	\$0,185
Quality assurance	Best Practice in VET Recognition Scheme	\$0,575
	Quality assurance (Australian Recognition Framework)	\$0,117
Communications and information	Australian training system communication	\$2,768
	National Training Information System	\$0,311

The financial tables in this report have been compiled from data from the 1999 calendar year. The data was collected by the National Centre for Vocational Education Research Ltd. in accordance with the Australian Vocational Education and Training Management Education and Training Management Information Statistical Standard (AVETMISS) for vocational education and training financial data.

The data was collected from transactions processed by State and Territory training authorities, public providers and ANTA. The only additions to this data may be for the adult and community education sector in some States and Territories, for vocational education and training administration and for direct payments to private providers by the Department of Education, Training and Youth Affairs.

The financial data, showing revenues and expenditures, has been prepared on an accrual accounting basis and covers all courses, commercial operations, regulatory and administrative functions and capital transactions.

Additional financial information including assets, liabilities and equities is reported by the National Centre for Vocational Education research Ltd in its report *Australian vocational education and training 1999 statistics - financial data*.

The financial data in the following tables are collected by National Centre for Vocational

Education Research Ltd from general purpose financial statements including an operating statement, a statement of cash flows and a statement of financial position provided by States and Territories and ANTA.

The accounting policies applied to the collection of data are as set out in the AVETMISS for vocational education and training financial data.

The information contained in the tables has not been audited except for total operating expenses, general operating revenues and Commonwealth specific funded revenues for States and Territories.

Revenue and expenditure figures that are recorded under the national heading cover specific vocational education and training activities for which ANTA has responsibility, net of ANTA funds paid to State and Territory training authorities (which are reported by States and Territories).

Commonwealth sourced revenues and expenditures are amounts that have been paid through ANTA or directly to State and Territory training authorities or public providers.

The following two tables show total vocational education and training revenue and expenditure by type in 1999.

Table 1: VOCATIONAL EDUCATION AND TRAINING OPERATING REVENUE BY TYPE, 1999, (\$'000)

STATE/ TERRITORY	OPERATING				
	GENERAL OPERATING REVENUES				SUB-TOTAL GENERAL OPERATING REVENUES
	FEE FOR SERVICE	ANCILLARY TRADING	STUDENT FEES & CHARGES	OTHER	
NSW	52,159	26,972	36,965	41,533	157,629
VIC	179,007	31,811	41,342	31,979	284,139
QLD	28,811	7,628	32,360	11,518	80,317
SA	26,934	4,010	18,345	8,103	57,392
WA	35,951	5,670	22,168	11,585	75,374
TAS	9,263	3,286	3,526	1,572	17,647
NT	1,429	166	849	1,736	4,180
ACT	7,994	2,454	4,200	1,678	16,326
NATIONAL	0	0	0	4,562	4,562
TOTAL	341,548	81,997	159,755	114,266	697,566

* Represent cash revenues

Table 2: VOCATIONAL EDUCATION AND TRAINING CAPITAL REVENUE BY TYPE, 1999, (\$'000)

STATE/ TERRITORY	CAPITAL REVENUES FROM GOVERNMENT*		
	ANTA FUNDED COMMONWEALTH CAPITAL	STATE FUNDED CAPITAL	SUB-TOTAL CAPITAL REVENUES FROM GOVERNMENT
NSW	66,998	39,309	106,307
VIC	47,159	36,463	83,622
QLD	33,384	21,221	54,605
SA	17,972	16,476	34,448
WA	19,773	8,503	28,276
TAS	3,591	738	4,329
NT	1,799	2,783	4,582
ACT	3,090	2,365	5,455
NATIONAL	0	0	0
TOTAL	193,766	127,858	321,624

* Capital Revenue from Government represent accrual based revenues.

** Other Capital, Financing and Investing Revenues represent cash revenues.

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REVENUES*

OPERATING REVENUES FROM GOVERNMENT

ANTA FUNDED COMMONWEALTH GENERAL PURPOSE RECURRENT	STATE RECURRENT	ANTA FUNDED COMMONWEALTH SPECIFIC PROGRAMS	OTHER COMMONWEALTH SPECIFIC FUNDED PROGRAMS	LIABILITIES ASSUMED & OTHER	SUB-TOTAL OPERATING REVENUES FROM GOVERNMENT	TOTAL OPERATING REVENUE
243,789	756,118	4,419	16,714	98,083	1,119,123	1,276,752
172,366	451,620	5,617	6,964	3,072	639,639	923,778
118,021	387,995	5,914	10,543	0	522,473	602,790
56,448	147,852	3,012	5,182	0	212,494	269,886
65,950	215,137	2,893	4,665	18,414	307,059	382,433
20,061	52,105	1,690	598	0	74,454	92,101
8,052	44,652	1,455	3,688	1,551	59,398	63,578
14,205	49,256	1,077	674	31	65,243	81,569
26,471 ⁽¹⁾	0	27,690 ⁽²⁾	0	0	54,161	58,723
725,363	2,104,735	53,767	49,028	121,151	3,054,044	3,751,610

(1) Comprises total Commonwealth general purpose recurrent funding for National Projects.

(2) Represents the balance of Commonwealth funding for National Programs not included within State and Territory figures and ANTA's operating costs.

OTHER CAPITAL FINANCING AND INVESTING REVENUES**

SALES OF PROPERTY, PLANT & EQUIPMENT, LOANS & ADVANCES RETURNED	LOANS RAISED	INVESTMENTS	SUB-TOTAL OTHER CAPITAL, FINANCING ETC REVENUES	TOTAL CAPITAL REVENUE
6,364	0	0	6,364	112,671
9,419	763	13,075	23,257	106,879
2,127	0	0	2,127	56,732
490	0	0	490	34,938
1,263	0	0	1,263	29,539
30	0	0	30	4,359
19	0	25	44	4,626
0	0	0	0	5,455
152	0	0	152	152
19,864	763	13,100	33,727	355,351

Table 3: EMPLOYEE EXPENSES BY TYPE, 1999, (\$'000)

STATE/ TERRITORY	OPERATING EXPENSES*				
	EMPLOYEE EXPENSES				
	SALARIES, WAGES, OVERTIME & ALLOWANCES	SUPERANNUATION	PAYROLL TAX	OTHER SALARY & WAGE RELATED COSTS	TOTAL EMPLOYEE EXPENSES
NSW	780,430	83,123	53,916	15,036	932,505
VIC	486,609	38,229	28,473	5,236	558,547
QLD	301,894	35,197	14,423	2,573	354,087
SA	145,785	14,088	8,687	568	169,128
WA	198,807	16,974	10,301	6,579	232,661
TAS	47,955	4,421	3,306	1,338	57,020
NT	28,309	3,236	2,157	1,214	34,916
ACT	41,416	7,077	0	2,728	51,221
NATIONAL	6,457	925	0	250	7,632
TOTAL	2,037,662	203,270	121,263	35,522	2,397,717

* Operating Expenses represent accrual based expenses.

Table 4: OTHER OPERATING EXPENSES BY TYPE, 1999, (\$'000)

Table 4: OTHER OPERATING EXPENSES BY TYPE, 1997/98

STATE/ TERRITORY	OPERATING EXPENSES*					TOTAL OTHER OPERATING EXPENSES
	OTHER OPERATING EXPENSES					
	SUPPLIERS & SERVICES	PAYMENTS TO NON-TAFE PROVIDERS FOR VET DELIVERY	GRANTS & SUBSIDIES	DEPRECIATION & AMORTISATION	OTHER	
NSW	254,034	55,481	64,055	84,587	0	458,157
VIC	220,321	78,297	31,648	64,640	0	394,906
QLD	128,312	52,974	27,937	38,564	1,557	249,344
SA	75,496	25,275	10,499	12,184	248	123,702
WA	98,433	23,646	3,274	23,345	9,293	157,991
TAS	22,166	3,393	4,301	6,723	1,479	38,062
NT	20,069	7,239	3,840	4,902	0	36,050
ACT	20,596	5,267	735	4,010	261	30,869
NATIONAL**	6,183	0	46,292	408	362	53,245
TOTAL	845,610	251,572	192,581	239,363	13,200	1,542,326

* Operating Expenses represent accrual based expenses.

** National Grants and Subsidies represent National Program payments other than those paid directly to States and Territories which are included in their revenue and expense figures.

Table 5: OTHER CAPITAL EXPENSES BY TYPE, 1999, (\$'000)

STATE/ TERRITORY	CAPITAL FINANCING & INVESTING EXPENSES*				
	INFRASTRUCTURE CAPITAL INCLUDING EQUIPMENT	REPAYMENT OF LOANS, FINANCE LEASE PAYMENTS & EQUITY RETURNS	LOANS & ADVANCES MADE	INVESTMENTS	TOTAL OTHER CAPITAL EXPENSES
NSW	78,620	0	0	111	78,731
VIC	106,411	3,586	53	11,856	121,906
QLD	45,752	27,198	0	0	72,950
SA	24,791	0	0	0	24,791
WA	29,788	643	0	0	30,431
TAS	1,242	583	0	0	1,825
NT	3,026	377	0	0	3,403
ACT	3,034	0	0	0	3,034
NATIONAL	280	0	0	0	280
TOTAL	292,944	32,387	53	11,967	337,351

* Capital, Financing and Investing Expenses represent cash expenditures.

Table 6: STATES & TERRITORIES OPERATING EXPENDITURES BY ACTIVITIES 1999, (\$'000)

STATE/ TERRITORY	DELIVERY PROVISION & SUPPORT SERVICES	ADMINISTRATION & GENERAL SERVICES	PROPERTY, PLANT & EQUIPMENT SERVICES	STUDENT & OTHER SERVICES	TOTAL
NSW	1,039,071	249,199	31,413	70,979	1,390,662
VIC	643,020	158,508	82,228	69,697	953,453
QLD	393,082	127,666	75,288	7,395	603,431
SA	190,665	62,101	31,077	8,987	292,830
WA	253,303	85,205	27,262	24,882	390,652
TAS	57,728	20,295	9,378	7,681	95,082
ACT	57,253	11,599	7,239	5,999	82,090
NT	41,642	12,931	11,038	5,355	70,966
TOTAL	2,675,764	727,504	274,923	200,975	3,879,166

* Activity amounts are recurrent expenditures for employee costs and other operating expenses including depreciation and amortisation. Capital, financing and investing expenditures are not included.

system planning and policy mechanisms

SYSTEM POLICY

Policy is primarily formulated and decided by the following bodies.

ANTA Ministerial Council

The ANTA Ministerial Council sets national goals, objectives and priorities for the system. The council is the peak government decision-making body for vocational education and training and comprises Commonwealth, State and Territory ministers for vocational education and training. The Commonwealth Minister chairs it. In 1999, this was the Honourable Dr David Kemp, MP, Minister for Education, Training and Youth Affairs.

Australian National Training Authority

The Australian National Training Authority (ANTA) is a statutory body with an industry-led board that advises, and is responsible to, the ANTA Ministerial Council. The authority's main roles are to allocate Commonwealth funding for vocational education and training, and to provide national policy advice. The authority was established under the Australian National Training Authority Act 1992.

ANTA Board

The ANTA Board advises and supports the ANTA Ministerial Council in all of its functions. The board is ANTA's governing body, oversees the authority's operations and is responsible for the authority's performance. Members of the board are nominated by the ANTA Ministerial Council and appointed by the Governor-General. In 1999, the Chair of the ANTA Board was Stuart Homery, AO, Chairman, Lend Lease Corporation.

National Training Framework Committee

The ANTA Board is advised by several committees including the National Training Framework Committee. This committee, chaired by an ANTA Board member, includes employer, employee and government representatives. It oversees the National Training Framework which enables individuals, through a diversity of means, to gain nationally-recognised qualifications in line with industry needs.

ANTA Board Advisory Committee on New Apprenticeships

The ANTA Board is also advised by the ANTA Board Advisory Committee on New Apprenticeships. The committee is chaired by an ANTA Board member and has representatives of employer and industry groups, the small business sector and Governments.

State and Territory training authorities

Each State and Territory Government has a training authority to plan, and be responsible for, vocational education and training. They are accountable to their State and Territory Minister and Parliament for their operation, and to the ANTA Ministerial Council on national policy matters. The State and Territory training authorities are also responsible for their own TAFE system.

National industry training advisory arrangements

Industry training advisory bodies and recognised bodies are important sources of advice to Commonwealth, State and Territory Governments. National, State and Territory industry training advisory bodies exist in most industries to represent industry requirements in vocational education and training.

SYSTEM PLANNING

System planning is primarily undertaken through the following mechanisms.

National strategy

The system is currently working to the second national strategy titled *A bridge to the future: Australia's national strategy for VET 1998 - 2003*.

The strategy:

- guides the setting of annual national priorities for the system
- provide the national policy framework for State and Territory plans
- lays the ground for system targets and key performance measures
- meets government and stakeholder expectations about policy.

The system's mission, as stated in the strategy, is:

'to ensure that the skills of the Australian labour force are sufficient to support internationally competitive commerce and industry and to provide individuals with opportunities to optimise their potential'

The system's objectives are:

- equipping Australians for the world of work
- enhancing mobility in the labour market
- achieving equitable outcomes in vocational education and training
- increasing investment in training
- maximising the value of public vocational education and training expenditure.

Each year, the ANTA Ministerial Council reviews the achievements of the system against the strategy and determines the annual national priorities for the coming year. For 1999, those priorities were:

- implementing New Apprenticeships
- achieving diversity and flexibility to meet client needs

- improving language, literacy and numeracy skills
- implementing the National Training Framework
- increasing industry investment in training
- providing greater opportunities and improved outcomes for under represented clients
- achieving greater efficiency.

State and Territory annual vocational education and training plans

States and Territories respond to the annual national priorities through their annual vocational education and training plans, and show how States and Territories will implement national policy. Commonwealth funds for 1999 totalling \$904.144m were released to State and Territory Governments after the ANTA Ministerial Council (in November 1998) agreed to their plans for the following year.

Industry strategic plans

Industry strategic plans are compiled by industry training advisory bodies (and recognised bodies) to detail future industry training requirements and propose priorities. From the industry strategic plans are derived annual plans, showing how industry is addressing the strategic plan. Annual plans are updated regularly and are validated by a sample of large, medium and small businesses.

Annual national priorities

In June 1999, the ANTA Ministerial Council agreed on the annual national priorities for 2000. They are:

- consolidation of national training arrangements
- achieving diversity and flexibility to meet the needs of all
- value for money
- changing attitudes to training.

Memberships

ANTA MINISTERIAL COUNCIL 1999

In 1999, the following people were members of the ANTA Ministerial Council.

Commonwealth

The Hon. Dr David Kemp, MP (Chair), Minister for Education, Training and Youth Affairs

New South Wales

The Hon John Aquilina, MP, Minister for Education and Training

Victoria

The Hon. Phil Honeywood, MP, Minister for Tertiary Education and Training (*January 1999 - October 1999*)

The Hon. Lynne Kosky, MP, Minister for Post Compulsory Education, Training and Employment (*October 1999 onwards*)

Queensland

The Hon. Paul Braddy, MLA, Minister for Employment, Training and Industrial Relations

Western Australia

The Hon. Graham Kierath, MLA, Minister for Employment and Training (*January 1999 - December 1999*)

The Hon. Mike Board, JP, MLA, Minister for Employment, Training, Youth, the Arts (*December 1999 onwards*)

South Australia

The Hon. Malcolm Buckby, MP, Minister for Education, Children's Services and Training

Tasmania

The Hon. Paula Wriedt, MHA, Minister for Education

Australian Capital Territory

Mr Bill Stefaniak, MLA, Minister for Education

Northern Territory

The Hon. Peter Adamson, MLA, Minister for Education and Training

ANTA BOARD

In 1999, the following people were members of the ANTA Board.

Mr Stuart Hornery, AO (Chair), Chairman, Lend Lease Corporation Pty Ltd

Mr Bill Mansfield, (Deputy Chair), Assistant Secretary, Australian Council of Trade Unions

Ms Stella Axarlis, AM, Managing Director, Bilcon Engineering Pty Ltd

Mr Geoff Ashton, Non Executive Director, Leighton Holdings Limited

Mr Mark Paterson, Chief Executive, Australian Chamber of Commerce and Industry

Mr Peter Griffin, Chair of the Tasmanian State Training Authority Board until 30/6/99 then pastoralist, Launceston, Tasmania

Mr Vince O'Rourke, AM, Chief Executive, Queensland Rail (*from 1 March 1999*)

National Training Framework Committee Members

In 1999, the following people were members of the National Training Framework Committee.

Mark Paterson (Chair), Chief Executive,
Australian Chamber of Commerce and Industry

Doug Wright, Australian Industry Group

Peter Dwyer, Group Employee Relations
Manager, Amcor Fibre Packaging

Judith Maddocks, National Business Manager,
Learning Methodologies and Materials,
TELSTRA Learning

Julius Roe, Acting State Secretary, Australian
Manufacturing Workers' Union

Bob Marshman, Director-General, Queensland
Department of Employment, Training and
Industrial Relations

Peter Gordon, Director, Office of Training
and Adult Education, ACT

Department of Education and Community
Services (*to August 1999*)

Therese Taylor, Director, Tasmanian Office
of Vocational Education and Training
(*from September 1999*)

Rod Manns, Assistant Secretary, VET Reform
Branch, Department of Education Training and
Youth Affairs

For the list of all other committees,
please see the ANTA Annual Report
on Operations 1999 - 2000.



annual national OF THE AUSTRALIAN VOCATIONAL EDUCATION AND TRAINING SYSTEM report 1999

Volume 2 • Commonwealth,
State & Territory Achievements



Enquiries regarding this report should be directed to:

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ISSN 1324 9185

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INTRODUCTION

The Commonwealth is committed to a national vocational education and training system. It supports the Australian National Training Authority (ANTA) to develop and maintain, in conjunction with the States and Territories, nationally-agreed objectives, strategies and planning processes. It does this through funding arrangements as well as representation on steering committees and working groups established under the auspices of the ANTA Ministerial Council and the ANTA Board.

Commonwealth funds represent approximately a third of the total public funding for the vocational education and training system. The Commonwealth provides all of the funds allocated by ANTA and meets ANTA's operating costs. A total of \$918.352m was legislated by the Commonwealth for recurrent and capital funding to the States and Territories and national projects in 1999. In 1999-2000, the Commonwealth also allocated \$43.07m for ANTA national programs to support activities consistent with national priorities. In addition, the Department of Education Training and Youth Affairs (DETYA) was allocated \$671.04m for training-related programs, the bulk of which supports New Apprenticeships.

1. IMPLEMENTING NEW APPRENTICESHIPS

New Apprenticeships arrangements expanded and pathways enhanced

The development of New Apprenticeships reflects the need for a training system that is more responsive and relevant to the needs of business. The focus of the reforms is to achieve business support for vocational education and training by simplifying the system, giving greater decision-making power to clients, strengthening workplace-based training and

expanding New Apprenticeships into new industries and occupations. Strong links between schools, training and work are being fostered. It is estimated that over 259,880 New Apprentices were in training as at 31 December 1999.

New Apprenticeships Centres

From 1 May 1998, the Commonwealth contracted New Apprenticeships Centres to deliver an integrated support service to New Apprentices and their employers. Over the 19-month contracted period to 30 November 1999, some 274,055 New Apprenticeships commencements were achieved. This is more than a third over the total contracted level.

For the second round contract, which commenced on 1 December 1999, 35 organisations will provide New Apprenticeships support services at over 300 New Apprenticeships centres nationally. It is expected that they will achieve 430,000 New Apprenticeships commencements over the three-year period of their contracts.

New Apprenticeships Centres:

- provide information to employers, New Apprentices and other interested persons about New Apprenticeships
- market and promote New Apprenticeships
- administer New Apprenticeships support services (including processing Commonwealth program applications and claims)
- work with State and Territory training authorities to provide a one-stop, integrated support service for employers and New Apprentices
- establish an effective relationship with other stakeholders such as Job Network members, training providers, schools and other organisations to help people obtain New Apprenticeships.

New Apprenticeships Access Program

This program focuses on gaining New Apprenticeships outcomes by providing prevocational training assistance for people who are disadvantaged in the labour market and need preliminary training before they can successfully participate in a New Apprenticeship. The training provided must articulate directly into a New Apprenticeship. The program funds State and Territory training authorities, Group Training Australia and other contracted organisations. The courses run for up to 26 weeks and assistance is provided to participants to obtain a New Apprenticeship. The Commonwealth made provision for some 6,900 training places for the New Apprenticeships Access Program in 1998-99 and estimates that the program will provide 7,600 training places in 1999-2000.

A review of the program commenced in October 1999. The review will examine the efficiency and effectiveness of the program and evaluate a number of possible program delivery reforms by which to increase the number of clients assisted to obtain and to complete a New Apprenticeship.

Workplace relations

In 1999, the Commonwealth expanded its efforts to address gaps in workplace relations for New Apprenticeships. DETYA continued to facilitate development of suitable training wage arrangements across all industries through discussions with national peak councils. Considerable effort was also directed towards improving the availability of information about employment options for New Apprentices, including Australian Workplace Agreements.

Highlights during 1999 included:

- inclusion of more 'user friendly' part-time traineeship wages in the federal National Training Wage Award, making them easier

to market and more easily understood by both employers and New Apprentices

- providing information sessions and materials to New Apprenticeships centres to improve their capacity to assist employers and New Apprentices on workplace relations issues
- completion of DETYA-funded industry projects which identified specific workplace relations issues and proposed solutions
- addressing enterprise-specific needs through projects to develop Australian Workplace Agreements for New Apprentices
- working with training and workplace relations government agencies to focus greater attention on workplace relations issues for New Apprentices.

Number of New Apprenticeships in group training and other employers increased

New Apprenticeships through Group Training Expansion Program

The Commonwealth expects to expend \$2m in 1999-2000 under the New Apprenticeships through Group Training Expansion Program to support group training companies to develop innovative projects which increase the numbers of New Apprentices in training.

In 1998-1999, contracts were awarded to assist over 3,000 New Apprentices. Highlights of the program in 1999 include group training companies identifying and developing new markets, particularly in regions of skill shortage, in new occupations and industry sectors and for clients not previously accessing New Apprenticeships.

In late 1999, a review of the program was undertaken to investigate and analyse options for program redesign. Terms of reference

included research of current and potential stakeholders' perceptions of the program including its interactions with joint policy funding, program design features, general barriers to growth of group training companies and identification of best practices.

Recommendations from the review will be examined in 2000 in order to further increase New Apprenticeships opportunities through group training.

New Apprenticeships Incentives Program

The Commonwealth's New Apprenticeships Incentives Program is administered by New Apprenticeships Centres and provides funding to support employers who employ and train a New Apprentice to achieve an industry-endorsed Certificate II, III or IV. In 1998-1999, the Commonwealth provided \$229.7m under the New Apprenticeships Incentives Program.

2. ACHIEVING DIVERSITY AND FLEXIBILITY TO MEET CLIENTS' NEEDS

Client access to a broader range of providers and user choice arrangements

The Commonwealth was represented on the Steering Committee on the National Evaluation of User Choice that was completed in September 1999. The evaluation examined the effectiveness of user choice and its impact on clients (employers and New Apprentices) and training providers. User choice gives clients access to a broader range of training providers and arrangements than in the past.

New Apprenticeships Centres play a key role in promoting user choice to clients. Under the New Apprenticeships support services contract which commenced on 1 December 1999, New Apprenticeships Centres are required to

provide comprehensive, accurate and unbiased information and advice to employers on registered training organisations, including the employer's and New Apprentice's capacity to choose the registered training organisation that best suits their needs.

Clients informed about training options

Career information and services

The Minister for Education, Training and Youth Affairs, the Hon. Dr David Kemp MP, announced on 8 November 1999 that the Commonwealth will provide up to \$3m over two years for a Career Information Industry Partnership Program to rapidly improve industry-based career information to young people. A particular focus of the program will be to develop industry-specific career information for occupations for which New Apprenticeships are the entry point and particularly in those industries which have predicted skills shortages such as the construction, hospitality, electrical, manufacturing (metals and engineering), and rural/regional industries. It will be a collaborative effort between industry, educators, career professionals and young people.

The Commonwealth provided over \$2m in 1999 for career information to school students and others through the *Job Guide* publication and job search assistance booklets and brochures. Around 310,000 copies of the *Job Guide* 1999 were distributed to schools. Furthermore, approximately \$1.5m was expended on the Career Counselling Program to assist Centrelink clients in making informed career choices regarding employment, education and training.

The Commonwealth also supports the *Australian Career Directory*, which is an internet directory with links to more than 100 Australian and international careers sites.

Marketing of New Apprenticeships

Building on the success of the first stage of the New Apprenticeships marketing campaign which commenced in 1997, the second stage was launched in November 1999. Through a national New Apprenticeships marketing campaign strategy, the Commonwealth has been able to improve awareness of New Apprenticeships among employers and young people.

Television commercials portraying real life situations were a key element of the second stage along with radio, press and newspaper advertisements. Internet advertising, in the form of New Apprenticeships banners and buttons on key employer sites, were also a feature of the second stage.

Brochures and posters for employers and young people, stickers and presentation folders have been sent to New Apprenticeships Centres, Area Consultative Committees, industry training advisory bodies, schools, Jobs Pathway Program providers, Centrelink and Job Network members, and have been favourably received.

A 'new look' New Apprenticeships website (at <http://www.newapprenticeships.gov.au>) was launched in November 1999 and is undergoing continuous improvement. Since mid-September 1999, the website has received over 450,000 hits and the average visit duration has increased from less than two minutes per visit to almost six minutes per visit. The website contains case studies, links to other useful internet sites and information in seven languages other than English.

The New Apprenticeships call centre set up to assist employers, young people and anyone interested in finding out about New Apprenticeships has taken more than 23,000 calls in the period 7 November 1999 to 15 January 2000. Over 10,000 of the calls were from young people interested in New Apprenticeships.

Educative Services

The Educative Services initiative is a four-part strategy to support agencies and employers to implement and deliver New Apprenticeships. Educative Services project funding is provided through the Strategic Intervention Program on a financial year basis. DETYA made payments of \$2.5m to support Educative Services projects in the 1999 calendar year.

The strategy was developed in conjunction with ANTA and includes:

- ANTA funding to industry training advisory bodies to promote Training Packages in their industry and provide accessible, reliable and current information about them through 1800 telephone numbers and internet sites
- delivery by selected industry training companies of a range of support, advice, assistance and other services to New Apprenticeships Centres and registered training organisations on the range of nationally-endorsed Training Packages and on the range of existing materials where no nationally-endorsed Training Packages are available
- the establishment of employment, education and training adviser positions in four key employer and industry organisations to deliver information and advice on training reforms to their members on the full range of employment, education and training issues which are embodied in the National Training Framework
- ANTA coordination of the establishment of the New Apprenticeships Centre Information Service to provide a single point of contact for New Apprenticeships Centres on the range, availability and relevance of Training Packages.

Peak employer and industry associations, and industry experts, are key providers of the

program. Employers, New Apprenticeships Centres, registered training organisations and trainees are key beneficiaries of the program.

Australian Education International

Australian Education International (AEI) promotes Australia as a study destination and as a source of education and training expertise to international clients, including students, governments and education and training authorities, institutions and employers. AEI employs an array of strategies, on and offshore, to promote Australian VET as an advanced competency based training system that is internationally recognised and a major pillar of an integrated national education and training system. ANTA's national project funding is a vocational education and training system contribution to AEI's generic activities, particularly those highlighting the vocational education and training system.

Offshore, AEI maintains a network of AEI counsellors in nine Asian countries who work closely with their host governments and educational institutions to lay the groundwork for Australia's education exports. AEI undertakes generic marketing aimed at students and other international clients, from 23 offshore offices in 12 countries and in partnership with Austrade in Europe.

AEI supports the offshore posts in the promotion of vocational education and training through the development of materials and activities that have their genesis in consultation with education and training providers and sector peak bodies. The AEI VET sector strategy for 1999-2000 included:

- *Study in Australia 2000* campaign
- research targeted at the vocational education and training system
- the Tourism and Hospitality International Training Strategy.

The *Study in Australia 2000* campaign, conducted in all major markets, capitalises on

the Olympics and on the investment of the Australian Tourist Commission in developing Brand Australia. *Study in Australia 2000* builds the recognition of Australia as a study destination for international students. Vocational education and training providers joined the campaign, gaining additional market recognition by using the *Study in Australia 2000* artwork in their own advertisements.

AEI commissioned research to compare vocational education and training level Australian Qualifications Framework qualifications in several occupational fields with similar qualifications issued by other education-exporting nations. The study, to be finalised in 2000, also analyses the standing of the Australian vocational education and training qualifications in Thailand and Malaysia.

The Tourism and Hospitality International Training Strategy involved the building of industry support, the preparation of a booklet on Australia's expertise in the sector and feasibility studies into joint marketing of scholarships and holding an international skills competition. This is continuing in 2000.

AEI continued its education and marketing campaign on the Australian Qualifications Framework offshore throughout 1999. Research indicates that the pathways provided under the framework for articulation between sectors are attractive to international students and are a major competitive advantage for Australian institutions.

In 1999, AEI published *Study in Australia*, an attractive booklet which promotes the capabilities of the four education sectors and the Australian Qualifications Framework. It has been distributed widely throughout the world.

During the year, regional training organisations were consulted about their priorities for international promotional activity and about AEI's work. Consultation, particularly with the diverse private sector, required continuing attention.

Increased flexibility in delivery

AEShareNet

AEShareNet is an ANTA national project managed by DETYA. The project is establishing a system of online trading of copyright licenses for materials used within the vocational education and training sector.

In 1999, the final draft of the AEShareNet Limited constitution and charter (to support company incorporation) was completed. The company to run AEShareNet will be owned by Commonwealth, State and Territory ministers. A timetable and allocation of funds for copyright clarification, data entry and upload of records for incorporation into the AEShareNet central database was agreed by States, Territories, ANTA and DETYA. This is expected to be completed in July 2000. A near-to-final draft of functional specification (which is a benchmark for the development of the AEShareNet technical infrastructure) was completed. Technical requirements for the AEShareNet local and central systems were nearing finalisation. The AEShareNet company is expected to be incorporated, with online licensing commencing in 2000.

Expanding vocational education and training in schools

The Commonwealth is committed to expanding and improving the provision of vocational education and training in schools as a strategy to promote effective and reliable pathways for students from school to further education, training and employment.

For 1999, school authorities estimated that over 137,000 students participated in vocational education and training in schools programs.

The Commonwealth has allocated over \$252m through a number of initiatives between 1996 and 2001 to support the expansion of vocational education and training in schools,

particularly New Apprenticeships, and school-to-work pathways.

The Commonwealth fully supports the new National Goals for Schooling in the Twenty-first Century, which were endorsed by State and Territory ministers of education in Adelaide in April 1999.

Among other things, the goals state that 'students should have ... participated in programs of vocational learning during the compulsory years and have had access to vocational education and training programs as part of their senior secondary studies'.

New Apprenticeships for school students

For 1999, school authorities estimated that over 3,500 school students participated in part-time New Apprenticeships. This is more than double the 1,591 students reported as undertaking part-time New Apprenticeships in 1998.

With New Apprenticeships in schools, the young person is both a secondary student and an employee.

Students undertaking New Apprenticeships in conjunction with their secondary school education are also experiencing combinations of learning and employment that help build their understanding of lifelong learning. In particular, these arrangements assist young people to develop an understanding of the intrinsic links between learning and work.

Commonwealth funding through ANTA for vocational education and training in schools

\$80m of Commonwealth funds expended through ANTA are allocated over four years to school authorities for the delivery of programs that contribute to the expansion of vocational education in schools. Priorities include the development of school-based New Apprenticeships arrangements, support for innovative activities that articulate with New Apprenticeships and the consolidation of projects which have shown initial success.

Principles and guidelines have been developed to reflect both school sector and vocational education and training sector requirements. To ensure quality outcomes, funds are used to support vocational education programs in schools that are delivered as part of a broad, general education that combines study towards a senior secondary certificate with nationally-recognised vocational education and training. An evaluation of the ANTA vocational education and training in schools funding is being undertaken in 2000.

Australian Student Traineeship Foundation

In 1998-99, the Commonwealth provided the Australian Student Traineeship Foundation with about \$10m in core funding and an additional \$10m specifically for work placement coordinators in schools. The foundation aims to expand and improve the pathways from school to further education, training and employment for young Australians. In particular, it has focused on expanding and improving school-industry programs with structured workplace learning components.

In 1999, the foundation continued its focus on encouraging greater industry leadership and improved support for small and medium-sized enterprises to participate in school-industry programs. It developed partnership arrangements with several business organisations including school-industry liaison officer projects with the Australian Chamber of Commerce and Industry and Rural Skills Australia (in collaboration with the National Farmers' Federation). It also piloted a Lead Company Project designed to develop the methodologies, processes and resources necessary to allow large companies to become involved in structured workplace learning nationally.

The foundation allocated over \$10m in grants to support work placement coordination in school-industry programs. In 1999, the foundation supported school-industry programs involving about 55,000 students in structured workplace learning.

The foundation also supported pilot projects and activities in several priority areas including rural and remote, Indigenous, urban areas of special need, students with disabilities, and year 9 and 10 students.

In response to a request from the Commonwealth Minister for Education, Training and Youth Affairs, the foundation provided advice on strengthening school-industry programs and structured workplace learning, and on opportunities for coordination and integration of education, training and labour market initiatives involving schools and industry. This was published in December 1999 under the title *Bright Futures for Young Australians*. It makes recommendations across three broad overlapping areas: cultural evolution, development of community through partnerships and reorganising institutional arrangements and resourcing.

School to Work Program

The School to Work Program provides Commonwealth funds for the expansion of vocational education in schools with funds of \$23.4m between 1996-1997 and 1999-2000. The funding is part of a package of funding measures to promote effective and reliable pathways from schooling to employment for young people and to support the implementation of New Apprenticeships in schools.

In 1998-99, the School to Work Program provided funding of \$8.8m for vocational and enterprise education in schools. As well as providing support to education authorities to enable industry and vocational education and training system personnel to participate in the delivery of vocational education and training in schools, funds were provided for strategic projects, including the establishment of part-time New Apprenticeships for year 11 and 12 students. More than half of the projects involve Year 9 to Year 12 students living in country regions. Some projects have been specifically designed to encourage students at

risk of leaving school before completing Year 12 to remain at school. Other projects involve the development of vocational education and training programs in schools for students living in rural and remote areas.

Funding for enterprise education in schools activities included the Enterprising Communities Awards which recognised the exceptional achievements of 24 schools and communities in working together to contribute to the development of an enterprising culture among students and their communities.

Funding under the vocational education and training in schools element of the program (state and strategic components) is due to end in June 2000. An evaluation of the vocational education and training in schools element of the School to Work Program commenced in 1999. Funding for enterprise education ceased in June 1999 and an evaluation of the enterprise education in schools element was completed in 1999. The evaluation found that there is considerable support for enterprise education in schools but that approaches to implementing enterprise education and the level of support for the concept vary across the country.

3. IMPROVING LANGUAGE, LITERACY AND NUMERACY SKILLS

Increased focus on the language, literacy and numeracy needs of the workforce

Workplace English Language and Literacy Program

The Commonwealth's Workplace English Language and Literacy Program provides workers with English language and literacy skills to enable them to meet the demands of their current and future employment.

In 1999, funding of \$11.76m supported some 326 projects at 401 work sites. Approximately

19,615 workers were assessed and over 20,000 trained. Of those being trained:

- 40% were from a non-English speaking background
- 4% were Indigenous Australians
- 37% were female.

The main industries to benefit from program funding were manufacturing (34%), health and community services (12.5%), local government (6.7%), construction (5.2%), transport and storage (5.6%) and mining (4.6%).

In 1999, 7.8% of funds were allocated for strategic national activities and resource development, including the incorporation of language, literacy and numeracy competencies in Training Packages.

Adult literacy national project

In 1999, \$2m was allocated to the ANTA Adult Literacy National Project managed by DETYA. Funds were used to set up the Adult Literacy and Numeracy Australian Research Consortium which consists of six university centres working collaboratively on two national research projects, to provide continued support to the *Reading, Writing Hotline* and for a number of innovative projects which promote developments, resources and programs in the field of English language and literacy.

A national forum was held in September to involve the States and Territories in planning the Adult Literacy National Project for 2000.

Literacy and Numeracy Program

The Literacy and Numeracy Program seeks to assist unemployed people to improve their literacy and numeracy skills. Poor literacy and numeracy skills can be a major barrier to employment. The provision of training aimed at increasing literacy and numeracy skills puts people in a better position to compete effectively for employment. In addition,

improving literacy and numeracy skills substantially improve the daily lives of people by allowing them to participate more effectively in the community.

DETYA has contracted 65 organisations for the provision of assessment and training services. In 1999 there were 16,765 referrals for assessment and 6,568 literacy and numeracy training commencements.

Advanced English for Migrants Program

The Advanced English for Migrants Program aims to assist jobseekers of non-English speaking backgrounds to increase their English language proficiency to overcome individual English language barriers to employment and/or participation in vocational education or training.

During 1999, the Commonwealth allocated \$5.3m for the provision of program courses. In 1998-99, there were a total of 2,910 commencements on program courses.

4. IMPLEMENTING THE NATIONAL TRAINING FRAMEWORK

Increased quality, national portability and recognition of skills achieved and the enhancement of pathways within Training Packages and expansion of Training Package coverage

Acceleration of implementation of Training Packages

At the November 1998 ANTA Ministerial Council meeting, the Commonwealth offered \$8m to assist States and Territories in meeting the one-off transition costs associated with accelerating the implementation of Training Packages. This funding was additional to the \$2m allocated by ANTA to remove impediments, including legislative barriers, to the implementation of the National Training Framework.

Payments by ANTA to States and Territories are based on satisfactory reports for:

- readiness of registered training organisations to implement the Training Packages endorsed during 1998
- actual enrolments in programs consistent with these packages
- actual enrolments in programs consistent with the Training Packages endorsed during 1999.

All State and Territory training authorities have agreed to the outcomes-based funding conditions and have developed implementation plans.

By the end of 1999, most States and Territories were implementing those of the first 31 endorsed Training Packages that were agreed in their implementation plan.

During 2000, the Training Package implementation plans are to be revised to take into account the 15 Training Packages endorsed during 1999.

Training Packages providing maximum cross industry flexibility

Training Package support material

DETYA has provided to ANTA \$10.5m (in addition to ANTA's national program funding) to increase and broaden ANTA's program to develop materials to support the implementation of Training Packages and the take-up of New Apprenticeships.

Projects will focus on the development of innovative and quality materials which are responsive to industry and individual needs. Researching and scoping of activities for project-based funding commenced in November 1999.

Materials specific to a range of industries will be developed as well as generic materials, including a guide to using Training Packages and materials to support vocational education and training in schools, assessment and other functions of registered training organisations and access to Training Packages (particularly for pre-employment and adult and community education pathways).

Also to be developed are materials addressing the needs of equity groups such as New Apprentices with low levels of literacy and numeracy, people with hearing impairments and Aboriginal and Torres Strait Islander peoples'.

Training Material Grants Program

DETYA, through this program, is continuing to fund the development of innovative training materials identified by industry to support the implementation of Training Packages and the take-up of New Apprenticeships.

Nearly \$1m was provided in 1998-99 to external organisations to fund 37 projects (of which eight were new) in a range of industries, including health, tourism, education, culture and recreation, rural, local government, retail, food and communications and information technology.

Projects developed new, or modified existing, materials to support a variety of flexible delivery arrangements, and to assist clients with low language, literacy or numeracy skills or other impediments to participation in training.

Several projects involved the development of online training resource materials, literacy support materials and strategies, and customisation of existing learning resources for Indigenous people working in the health, education and tourism industries.

Improved arrangements to support better articulation throughout post-compulsory education and training

Jobs Pathway Program

The Jobs Pathway Program is designed to assist young people make a successful transition from school to work through the provision of assistance that focuses on the skills and knowledge required to reduce their risk of becoming unemployed.

In 1998-99, DETYA contracted 79 brokers to manage 98 projects across Australia, providing a range of pre-placement, placement and post-placement assistance to young people who left school between 1 July 1998 and 30 June 1999. Young people from over 1,500 secondary schools will have been assisted when the 1998-1999 funding contract finishes in March 2000.

For 1999-2000, 73 organisations have been contracted to deliver 93 projects. Assistance will be provided to approximately 70,000 young people from over 1,600 schools across Australia. Eligibility has been broadened to encompass all young people intending to make the transition from school to work, including young people in years 9, 10, 11 and 12 and those that have left school since 1 July 1999.

In 1999-2000, the program is being offered as an option to 18 or 19 year olds for the purposes of satisfying their mutual obligation for the Youth Allowance.

5. INCREASING INDUSTRY INVESTMENT IN TRAINING

Increasing industry investment and participation in training

The Strategic Intervention Program funds projects which facilitate the take-up, and increase the number and variety, of New Apprenticeships.

Funding supports targeted activities, such as school-to-work transition, careers education, training materials development, regional training service delivery and access to training and research.

Industry contributes through participation in program and research activities, including the National Industry Skills Initiative and the National Industry Skills Forum.

\$69.9m is available for financial year 1999-2000.

Small business participation in training optimised

Women in small business

The Women in Small Business Initiative was announced in the 1999-2000 portfolio budget statement.

The initiative will develop an accredited national qualification for women who own or manage small businesses, and will develop training materials to support the qualification. The qualification and resources will be widely promoted to women in small business and to registered training organisations.

The project is being developed through extensive consultation with women's business networks across Australia. The qualification is expected to be accredited by May 2000, and be available for delivery by mid-2000.

6. PROVIDING GREATER OPPORTUNITIES AND IMPROVED OUTCOMES FOR UNDER-REPRESENTED CLIENTS

Increased opportunities and improved outcomes for under-represented clients

Action research to assist New Apprentices to complete training

In 1998, DETYA and ANTA agreed to jointly fund a project to develop and trial self-sustaining, transferable models of effective links between New Apprentices, employers and other support agencies in two industry sectors (retail and rural).

The project, Support Models to Assist New Apprenticeship Completions, which commenced on 11 May 1999, will bring together training and other support services to assist young people who commence a New Apprenticeship but may also be at risk of not completing their training. The target group is young people aged 15-24 years.

The support models were developed in 1999 and are to be trialled and evaluated in 2000. The models utilise regional and community development activities, and are aimed predominantly at supporting New Apprentices employed by small businesses.

The trial encompasses four sites across three States. It will continue until August 2000 after which documentation will be available for implementation and customisation by organisations throughout Australia.

Living Away From Home Allowance

New Apprentices in the first year of training who are required to live away from home are eligible for this allowance, for up to one year. Over 7,000 New Apprentices received this allowance in 1998-99.

Disabled Apprentice Wage Support

The Disabled Apprentice Wage Support Program provides incentives to employers who take on a person who has been assessed as having a disability as an apprentice in an approved trade. The incentive is available for up to the duration of the apprenticeship and extra help may be granted to assist with workplace modification or with the hire or purchase of special equipment. Additional funding is also available in some cases for tutorial assistance and interpreter services.

Over 600 disabled apprentices received assistance under the program in 1998-99.

Rural and regional incentives

The Rural and Regional New Apprenticeships Initiative was introduced on 1 January 1999 to boost training in rural and regional Australia. It provides an additional progression payment to employers in non-metropolitan areas who employ New Apprentices in defined trades and occupations experiencing skills shortages. In 1998-1999, this incentive was paid in respect of some 700 New Apprentices.

PLANS FOR THE FUTURE

ANTA Agreement

The Commonwealth will be seeking States and Territories agreement to an amended ANTA Agreement which:

- reinforces a national commitment to reforms in the vocational education and training sector
- emphasises State and Territory accountability for achieving the outcomes of national reforms
- continues the commitment to ongoing efficiency improvements.

National legislation

The Commonwealth will continue to work with ANTA and the States and Territories to overcome barriers to achieving a fully-integrated national training system. In light of the need to further strengthen quality assurance and mutual recognition, as well as streamline arrangements for national employers and training providers, a specific focus in 2000 will be on examining development of nationally-consistent legislation covering the training system with the aim to establish model national legislation.

The National Industry Skills Initiative

In November 1999, the Commonwealth Minister announced the National Industry Skills Initiative in conjunction with the Australian Chamber of Commerce and Industry, the Australian Industry Group and the Business Council of Australia, to look at the issue of skill shortages.

Three industries, engineering, automotive and electrotechnology, were initially considered during the first half of 2000.

Commencing in May 2000 and continuing for six to eight months, three further industries, building and construction, food trades and the rural industry will be examined.

Pathways for Young People

The Prime Minister's Youth Pathways Action Plan Taskforce will report in 2000. In light of the report, the Commonwealth will give further consideration to its involvement in this area and how to deliver better outcomes for young people.

INTRODUCTION

New South Wales has a strong commitment to expanding and improving vocational education and training, and ensuring fair and equitable access for students to programs of the highest quality.

Since 1995, TAFE NSW enrolments have grown by 40,000, to over 455,000 in 1999. This was despite the cessation of growth funds in 1998 by the Commonwealth Government and the introduction of other Commonwealth policies, such as the Youth Allowance, that have resulted in education and training providers needing to provide intensive, higher-cost services for greater numbers of at-risk students.

New South Wales has developed Australia's premier network of vocational education and training campuses, serving cities, rural and regional people and industries throughout the State. The State has a diverse and flexible vocational education and training system, with over 1,000 registered training organisations. The NSW Government now spends well over \$1 billion a year on vocational education and training, more than any other State. It provides one third of all vocational education and training in Australia, and a third of all growth in vocational education and training places.

The State has a responsive, effective and quality training system. Public and private providers work in partnership with industry to encourage a training culture at all levels of industry. The vocational education and training system increasingly helps young people to make the transition from school to work, through additional vocational courses in schools and part-time traineeships.

During 1999, New South Wales continued to implement the National Training Framework. Registration and audit of training organisations continued against the Australian Recognition Framework, and quality endorsed training organisations arrangements were introduced.

Apprenticeships and traineeships are being offered in ways that are relevant, flexible and innovative, ensuring positive outcomes for employers and employees. The increasing responsiveness and flexibility of the training system is helping to underpin strong economic and employment growth in the State.

The New South Wales training market commitment was expanded to include open market apprenticeship arrangements in some areas. TAFE NSW delivers over 90% of all publicly-funded provision. Its eleven institutes provide education and training opportunities through 120 major TAFE campuses. NSW is continuing to position TAFE NSW strongly for domestic and international competition, and to increase the efficiency of TAFE NSW. In recognition of its expertise, TAFE NSW has been appointed the Official Training Services Supporter for the Sydney 2000 Olympic and Paralympic Games.

Vocational education and training programs for schools were developed that were accredited by both the NSW Board of Studies and the NSW Vocational Education and Training Accreditation Board. A key focus of the new Higher School Certificate (to be introduced in 2000) will be the strengthening of vocational studies for senior secondary students.

New partnerships between schools, TAFE institutes and universities were formed, to provide students with increased opportunities for study pathways and credit transfer. The government's Collegiate Education Plan includes the establishment of multi-sector campuses such as Nirimba in Sydney's West and the Coffs Harbour Educational Precinct on the North Coast. Multi-campus schools are planned for Mt Druitt (2000), Dubbo (2001) and Georges River (2001).

TAFE NSW has continued to introduce courses using innovative modes of flexible delivery in order to meet the rapidly changing needs of industry, the community and individuals. Training packages are being implemented in

NSW using a curriculum approach. Curriculum provides a flexible, structured learning plan to enable learners to achieve the skills and knowledge specified in the competency standards in the most cost-effective way.

The NSW TAFE Commission, the Department of School Education and the Department of Education and Training Co-ordination have been restructured into one department now responsible for all education and training within the State. This allows for economies of scale and integrated policy and administration. The improved structure supports the delivery of a more effective education and training service, which provides students with a smoother transition from school to further education, training and work.

1. IMPLEMENTING NEW APPRENTICESHIPS

During 1999, New South Wales continued to promote and expand the apprenticeship and traineeship system in the State.

In July 1999, payroll tax concessions for employers of apprentices were introduced, to encourage greater employer participation. The concessions are projected to increase the number of first-year apprentices by 250 per year over the next four years. Concessions are available to all employers of apprentices. Payroll tax rates are discounted by 75% for first-year apprentices to 25% for third-year apprentices.

Apprenticeship approvals increased in several industries including building and construction, hospitality, transport and automotive trades. The number of apprentices and trainees employed under group training arrangements also increased during 1999.

The 2000 by 2000 Strategy was introduced in 1999, to increase the number of trainees employed in the NSW public sector from 600 to 2000, through a range of flexible pathways.

Over 1,300 trainees were employed in the public sector in 1999.

Open market purchasing of apprenticeship training was introduced in ten selected apprenticeship areas in metropolitan Sydney, Lower Hunter and Illawarra, to encourage more choice and flexibility in apprenticeship training.

A vocational education and training promotional strategy in schools was developed during the year, and promotional materials were purchased and distributed to participating school sectors.

Guidelines and procedures to support the full implementation of part-time traineeships in NSW schools were issued in 1999. By September 1999, there were 273 government school students involved in part-time traineeships in NSW, almost double the number of part-time traineeship students (137) enrolled in 1998.

A training market website was established to improve access to information about apprenticeship and traineeship training arrangements. The website is for employers, New Apprenticeships centres, registered training organisations, group training companies, industry training advisory bodies, unions and industry associations.

The NSW TAFE Commission, the Western Sydney Region of Councils, Group Apprentices and the National Meat Association, in partnership, provided a one-stop-shop service for apprentices and trainees in the meat industry. The service resulted in 25 new apprentices and trainees in 1999.

New courses continued to be developed to support apprenticeships and traineeships. For example, NSW TAFE Educational Services Divisions introduced new traineeships for telecommunications (call centres) at certificate levels II, III and IV.

The NSW Department of Education and Training, in conjunction with CE Alexander Agricultural College, Tocal and the NSW Dairy Farmers' Association, reviewed the dairy apprenticeship. Dairy training is now delivered as a traineeship, which is mapped to the Agriculture Training Package.

Throughout NSW, apprenticeships and traineeships were developed and promoted in a variety of ways. For example:

- the Hunter Institute of Technology was the preferred provider of specially-customised

National Fishing Industry Education Centre of TAFE



North Coast Institute of TAFE National Fishing Industry Education Centre, (Natfish) provides excellence in aquaculture education.

hospitality traineeships to Supershuttle (the proposed Gosford-to-Sydney fast ferry service)

- Illawarra Institute of Technology gained contracts with two major quarrying firms to manage their traineeship systems, involving up to 500 employees nationally. This will help have extractive industries traineeships established at certificate II and III levels throughout Australia
- Riverina Institute of TAFE provided all training on-site for a comprehensive traineeship program implemented with Shepard's Woolskins in Cootamundra. This involved 100 trainees, and was largely responsible for the re-establishment of this major industry
- the North Coast Institute of TAFE successfully promoted a wide range of traineeships to small business, resulting in a strong uptake in business, hospitality, retail, agriculture and horticultural traineeships in the region. Promotional efforts were helped by the institute's close relationships with the Hunter Valley Training Company and other group training companies
- 1,336 pre-apprenticeship and traineeship places were funded under the NSW Building and Construction Training Strategy.

In 1999, there were 14,778 approvals for the establishment of an apprenticeship, and 31,508 approvals for the establishment of a traineeship.

Group training companies, funded under the NSW Joint Commonwealth/State Policy, employed 7,699 apprentices and trainees in 1998-99, an increase of 60% in the total of 4,821 employed under the program in 1997-98.

In 1999, new vocational training orders were declared in 33 callings and 20 trades across 33 Training Packages.

During 1998-99, 455 school-based traineeships were approved in New South Wales.

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2. ACHIEVING DIVERSITY AND FLEXIBILITY TO MEET CLIENTS' NEEDS

In 1999, New South Wales continued to seek ways of achieving diversity and flexibility to meet the needs of its clients. Initiatives included partnerships with industry, increased use of flexible delivery and improved information about providers and training via the internet.

Over \$70m was allocated on a contestable basis to the New South Wales training market. In 1999, the first fully-electronic tender was conducted over the internet, for more than 440 registered training organisations.

341 registered training organisations were approved to deliver apprenticeship and traineeship training under open market arrangements.

In 1999, funding for industry skills centres was approved for information technology (on the South Coast), sport and recreation (at Homebush Bay), volunteer management (in the Sydney central business district) baggage handling (at Mascot) and integrated manufacturing technology (at Redfern). Skill centres for school students were approved at Cromer and Port Macquarie.

The NSW Board of Vocational Education and Training made information about training providers and training delivery easily available on their new website, at www.bvet.nsw.gov.au.

The 1998-2000 TAFE NSW Flexible Delivery Management Plan was developed. It addresses improved management information systems, technology to support flexible delivery, and curriculum design and materials (such as self-directed learning resources).

TAFE NSW institute facilities were modified to allow for expansion of flexible delivery methods. Modifications included alterations to workshops and classrooms, out-of-hours access, modifications to libraries and open learning centres, and the establishment of educational technology access centres.

There were 128 enrolments in a customised, accredited short course in drug and alcohol work offered through the Open Training and Education Network and TAFE NSW colleges.

All TAFE NSW tourism and hospitality courses were developed to be delivered on-the-job, off-the-job or a combination; at a distance; through block release; or by assessment only.

TAFE NSW worked in partnership with the Sydney Organising Committee for the Olympic Games to develop and establish qualifications in security for the Sydney 2000 Olympic Games. Approximately 3,000 people will be trained in the accredited course.

TAFE NSW continued to upgrade its computer hardware and software to support the flexible delivery of learning and training by institutes. Work included the replacement of obsolete equipment and the installation of microwave links. In 1999, computers using late-model Intel Pentium processors were provided in 96 computer classrooms in TAFE NSW institutes.

The Department of Education and Training published the *HSC/TAFE Credit Transfer Guide* in 1999. The publication is for teachers and career advisers who help Year 10 students choose subjects for the Higher School Certificate, and to maximise credit transfer into courses offered by TAFE NSW.

Year 11 and 12 students were offered a range of vocational courses as part of the Higher School Certificate. These were accredited by both the NSW Board of Studies and the Vocational Education and Training Accreditation Board.

In 1999, students could package their courses for the new Higher School Certificate in order to maximise the opportunities for advanced standing and credit transfer into TAFE and university courses. This increases the pathways for students from school to further education and training.

The Board of Adult and Community Education conducted market research into the feasibility of delivering adult and community education online. A how-to guide for adult and community education providers was published.

The Deaf Education Network, with Board of Adult and Community Education funding, developed the Flexikit, a flexible delivery professional development program for adult and community education tutors and managers.

The Adult Migrant English Service increased the number of rural venues at which it provides training, from three to 13. This was achieved through partnerships with adult and community education colleges and TAFE, enabling rural clients to do distance learning face-to-face classes.

Across New South Wales, vocational education and training is being delivered in increasingly innovative and flexible ways. The following are some examples of activities in 1999.

The Illawarra Institute of Technology delivered teleservicing courses and developed a simulated call centre work environment for the Cooma Council, which has attracted a major call centre as an initiative to improve local employment.

Open Training and Education Network -Distance Education worked closely with the NSW TAFE Olympic Unit to produce video resources for a training program for Olympic Games employees and volunteers. A large number of videos will be produced: 67,000 general videos alone are required for the Olympic Games.

The Hunter Institute of Technology trained overseas staff of the Southern Pacific Hotel Corporation. Over 100 corporation staff employed as supervisors or managers in hotels in Australia, Fiji, Malaysia and New Guinea were enrolled, with training carried out at work.

The New England Institute of TAFE developed and delivered courses as a part of the Small Business Training Bonus Scheme. Courses covered the GST, an introduction to computers, e-mail and the internet and computer-aided design. The courses are conducted during evenings and on Saturdays, to suit people in small business.

The North Coast Institute's National Fishing Industry Education Centre delivered major presentations to the World Aquaculture

Conference held in Sydney in 1999. The centre showcased their website, through which it delivers training.

Sydney Institute worked closely with the Master Painters Association to flexibly deliver training to apprentices. Workplace learning, onsite assessment and recognition, and college delivery were provided.

As part of the Premier's Cabramatta Project, South Western Sydney Institute of TAFE, in partnership with Stadium Australia, provided hospitality industry prevocational training.

3. IMPROVING LANGUAGE, LITERACY AND NUMERACY SKILLS

In 1999, New South Wales continued to improve the language, literacy and numeracy skills of unemployed people, and of working people.

TAFE NSW institutes delivered workplace English language and literacy programs in 1999 at organisations including Dartbrook Coal, Sanitarium Health Food Company, Northern Coalfields Nursing Home and Tip Top Bakeries.

Teachers from Illawarra Institute of TAFE implemented a 12-week pilot project to train students in years 9, 10 and 11 to be peer mentors in their school's literacy programs. The school students received a TAFE statement on successfully completing the program. Students came from schools whose results in the English language and literacy attainment testing of Year 7 were at lower achievement levels.

TAFE NSW institutes delivered a range of programs to improve the English language and literacy skills of people from language backgrounds other than English. These included English for specific purposes, English for vocational purposes and English for academic purposes. More than 11,500 students were enrolled English courses for speakers of other languages in TAFE NSW colleges across the State.

NSW TAFE Educational Services Divisions ran a two-day staff development workshop for 250 department staff, where innovative practices in literacy teaching and learning in a range of programs were identified. The division also published 26 literacy and screening tests for use in courses which require a high level of tutorial support.

The NSW Adult Migrant English Service provided language and literacy training for newly-arrived migrants under the Commonwealth-funded Adult Migrant English Program. Eighty-five English courses were provided under the Advanced English for Migrants Program.

The courses prepared unemployed clients from language backgrounds other than English to get a job, and to do more training.

The NSW Transport Industry Training Advisory Body was funded to develop language awareness training materials for taxi drivers and bus drivers, in preparation for the Sydney 2000 Olympic Games.

The Western Institute of TAFE trained 15 students in office administration, literacy and numeracy, for the Dubbo Aboriginal Lands Council. The institute's Adult Basic Education section at Dubbo Campus received the Aboriginal Education Award of the Year for the quality of the program.

Teachers from Northern Sydney Institute of TAFE provided language and literacy support to staff in nursing homes in the Chatswood area while they studied for their nursing qualifications.

An agreement between the NSW Board of Adult and Community Education and the Commonwealth Department of Employment, Training and Youth Affairs for the 1999-2000 Indigenous Strategic Initiatives Program provided additional funds for adult and community education providers to work more closely with Indigenous Australians in rural and remote areas in language, literacy and numeracy. Sydney Institute of Technology provided

11 courses to prepare unemployed migrants from non-English speaking backgrounds for work in computerised bookkeeping technology, children's services, nursing, hospitality, tourist guiding, small business and electrical wiring, as well as orientation courses for health professionals who qualified overseas.

4. IMPLEMENTING THE NATIONAL TRAINING FRAMEWORK

During 1999, New South Wales continued to implement the National Training Framework through measures such as improving apprenticeship and traineeship pathways in Training Packages, and enhancing credit transfer arrangements.

In line with the principles of mutual recognition, credit transfer arrangements were improved and expanded in New South Wales. Pathways into Training Package qualifications were maximised by aligning existing vocational training orders and declarations to Training Package qualifications, and by creating new orders (where needed) to meet industry requirements.

NSW TAFE Educational Services Divisions developed an instrument for assessing workplace communication based on assessment practices.

In 1999, 409 qualifications from 28 Training Packages were accredited, 1,010 training organisations were registered with the NSW



Western Sydney Institute of TAFE NSW is customising training solutions for GPC Electronics.

Vocational Education and Training Accreditation Board by December 1999.

All TAFE NSW institutes, Open Training and Education Network - Distance Education and the Adult Migrant English Service were assessed for compliance and were registered as training organisations. Each TAFE institute established a quality system consistent with the Quality Framework for Vocational Education and Training in NSW.

The first quality-endorsed training organisation in NSW was Southern Sydney Institute of TAFE. Power Business College in Newcastle became the first private training organisation to be quality-endorsed. The Northern Sydney Institute of TAFE and Western Institute of TAFE were also quality-endorsed.

In September 1999, registration began of the Department of Education and Training schools districts as training organisations, thus enabling them to award vocational education qualifications. After two pilot assessments and a review of the corporate systems underpinning the department's operations, 11 schools districts in NSW became registered training organisations.

Discussions were held with the Catholic Education Office to begin the process of assessing schools within the Catholic dioceses. Independent schools delivering vocational education and training also held discussions about how to assess compliance.

The Industry Skills Training Program funds industry training development projects to support the implementation of the National Training Framework. Projects funded in 1999 included:

- assessment and training materials to support the aged care industry
- assessment of skills for clothing outworkers
- skills recognition for open-cut coal miners
- induction training for building and construction workers

- assessment and training for casual workers in the wine industry.

The Board of Adult and Community Education helped adult and community education vocational education and training providers implement the National Training Framework. Regional and metropolitan workshops for registered training organisations were held, focussing on quality improvement processes.

In 1999, New South Wales funded over 100 projects to help implement Training Packages. These projects were conducted in consultation with the 20 State industry training advisory bodies and with public and private providers to ensure that products developed meet the needs of industry.

The North Coast Institute of TAFE was funded under the ANTA Framing the Future initiative to provide the Implementation of Training Packages with Local Industry Staff Development Program for teachers. The program covers TAFE delivery of Training Packages for the information technology, transport and hospitality industries on the NSW Mid-North coast.

Western Sydney Institute of TAFE formed partnerships with several food industry enterprises to provide assessment and training services, using the Food Processing Training Package.

South Western Sydney Institute received ANTA funding for five Framing the Future projects to help staff implement Training Packages in hospitality, child studies, adult basic education and building and construction.

In 1999, 45,708 students did vocational courses as part of their Higher School Certificate. Vocational courses delivered by schools accounted for 23,015 enrolments. TAFE delivered courses for the other 22,693 enrolments.

The department initiated a review of credit transfer and articulation arrangements between vocational education and training and higher education.

TAFE institutes and the Open Training and Education Network continued to increase the number of TAFE courses that articulate into university courses. For example, by the end of 1999, the University of Newcastle had agreed to offer credit recognition in 41 of its 46 degree programs for students graduating from specified Hunter Institute of TAFE courses.

The NSW Property Management Planning Integrated Workshop Series was mapped to the Agriculture Training Package by CB Alexander Agricultural College at Tocal. This national program ensures participants will gain skills in farm business management, including natural resources, financial management and communications.

5. INCREASING INDUSTRY INVESTMENT IN TRAINING

In 1999, New South Wales continued to identify ways to increase industry investment in training. Initiatives included industry forums, workshops and seminars and the development and implementation of an industry strategy for the 2000 Olympic and Paralympic Games.

The NSW Small Business Training Bonus Scheme was implemented. The scheme offered over 2,000 small businesses a training voucher valued at \$500 which could be redeemed from an approved registered training organisation.

The NSW Department of Education and Training and the Commonwealth Department of Education, Training and Youth Affairs funded a multilingual Small Business Professional Development Best Practice Project to operate in TAFE NSW. The project aims to develop a training culture in ethnic small businesses.

The NSW TAFE Commission Board consulted with the chief executive officers of major companies, strengthening relationships between TAFE NSW and industry.

Industry Training 2000, an industry training strategy for the 2000 Olympic and Paralympic Games, was developed and implemented in

consultation with the Sydney Organising Committee for the Olympic Games, the Olympic Coordination Authority, industry training advisory bodies and other industry bodies. 15,160 training places will be purchased for industries affected by the Games.

A training strategy for the forest industry was developed and implemented.

The \$10m NSW Building and Construction Training Strategy was completed and evaluated during 1999. Its aim was to ensure a skilled workforce was available to support games-related construction projects. Most training was on-site and for current workers. Between 1997 and 1999, more than 12,000 training places were funded.

Internet sites were established for 18 NSW industry training advisory bodies, to communicate the training goals of industry and disseminate and collect information on vocational education and training issues and initiatives.

Throughout NSW, industry investment was promoted in a variety of innovative ways.

A partnership was formed between the North Coast Institute of TAFE, State Forests and the Mid North Coast Regional Furniture Industry Association, to establish a Timber Resource and Industry Training Centre at the Coffs Harbour Education Campus.

In 1999, Northern Sydney Institute of TAFE provided more customised and commercial



Year 10 students learning to use power tools in the workshop, TAFE NSW Taree Campus.

training, particularly for the tourism and hospitality industries.

The largest vocational education and training contract in Australia, involving Riverina Institute of TAFE and the Australian Defence Force was renewed. Under the contract, Riverina Institute delivers aerospace training to the Army, Air Force and Navy on the RAAF base at Wagga Wagga.

Rinnai Australia opened their new training centre at the Gas Industry Skills Centre of Southern Sydney Institute of TAFE in September 1999. The centre will deliver practical and theoretical teaching about Rinnai gas appliances.

A training strategy for Visy Industries was developed to support the NSW Government's legislation to help Visy Industries establish a pulp and paper mill on a softwood plantation in Tumut.

1999 saw fundamental changes in Higher School Certificate vocational education and training courses. New courses based on Training Packages were developed, to be introduced into the Higher School Certificate from 2000. Seven new Higher School Certificate industry curriculum frameworks were developed, after consultation with industry.

Sydney Institute had \$650,000 worth of new presses for their binding and finishing and printing machining course installed by Currie and Co., a major machinery supplier for the graphic arts industry.



Using technology for teaching and learning, TAFE NSW Western Institute.

South Western Sydney Institute was appointed as project manager for the statewide coordination of training of 13,600 Olympic Roads and Traffic Authority volunteer and paid bus and car drivers.

In 1999, the BYTES 2000 project was developed, for implementation in 2000. The project is a partnership between NSW TAFE Educational Services Divisions, Australian Business Incorporated, Western Sydney Information Technology Centre and the New England Institute of TAFE. The project will deliver the Certificate II in Information Technology online, and has a substantial equity program.

6. PROVIDING GREATER OPPORTUNITIES AND IMPROVED OUTCOMES FOR UNDER-REPRESENTED CLIENTS

The Charter for Equity in Education and Training emphasises the importance of fairly allocating resources, and using fair procedures, to increase access and participation.

The Contracted Training Provision Program encouraged providers to tender to provide additional support to ensure equal access. Courses funded included programs specifically targeting disadvantaged groups.

Apprenticeship and traineeship training programs allowed for up to 100 additional hours to be funded, to support people with special needs (including people with a disability).

The *Community profile kit* and the *Participation profiles kit* resources were developed to give providers and regional councils of adult and community education very high-quality information.

In 1999, members of the NSW Board of Vocational Education and Training visited Orange in the Central West of the State, and Bourke and Brewarrina in the North West, to gain a first-hand insight into the training needs of rural and regional communities.

People with a disability

Initiatives for people with a disability in New South Wales are informed by the State Government's Disability Policy Framework Action Plan. Disability principles have been developed, consistent with the department's commitment to the Charter for Equity in Education and Training, and the new whole-of-government Disability Policy Framework.

A network of about 100 teacher-consultants for students with a disability provided a range of support services to improve access, participation and outcomes for students. Services included tutorial support, team teaching, learning and teaching resources, use of interpreters, note takers and adaptive technologies.

The NSW Apprenticeship Program for People with Disabilities provided on-the-job trade training in State Government departments and statutory authorities for people with assessed disabilities. In 1998-99, the program supported 85 apprentices in a range of industries and agencies.

Indigenous people

In 1999, the NSW Vocational Education and Training Strategy for Indigenous People was finalised and launched.

Indigenous enrolments in TAFE NSW programs grew to 15,472 in 1999, making TAFE NSW the biggest provider of vocational

education and training programs for Indigenous students in Australia. This number of enrolments means that the Indigenous student participation rate in TAFE NSW now exceeds their corresponding share of the total population in NSW.

Rural programs for Indigenous communities also expanded in 1999 to include a viticulture course offered at Murrin Bridge, a land and conservation course for the Brungle community near Tumut, and hospitality language and literacy courses at several locations.

NSW TAFE Educational Services Divisions developed Aboriginal studies packages, and courses in how to use the internet, and how to use the internet to research, to teach computer literacy in a culturally-appropriate way to Indigenous learners.

The Adult and Community Education and Indigenous Australians Plan was launched in 1999, and comprehensive demographic equity profiles developed for adult and community education training providers.



NSW Aboriginal Land Council Training Program at Western Sydney Institute, TAFE NSW.



Carpentry students at Western Institute's Dubbo Campus, TAFE NSW, building community housing for Aboriginals.

Murrumbidgee College provided culturally-appropriate training to Indigenous inmates who have not previously done mainstream educational programs in correctional centres. These programs reduce repeat offending and help rehabilitate inmates by helping them get skills needed for jobs in the food and fibre industries.

An agreement between TAFE NSW and the Department of Corrective Services provided over 26,000 teaching hours for inmates in correctional centres. 7,000 of these hours were for Aboriginal and Torres Strait Islander people.

TAFE NSW programs continued to support the Indigenous arts and cultural industries, with several student art exhibitions across the State. For example, music graduates from Sydney Institute's Eora Centre, The Stiff Gins, were featured in the local and national music media, and appeared on Channel 9's Today program.

Youth, rural and isolated people

The Full Service Schools Program for Students at Risk was successfully implemented in 271 government and non-government schools. The program is for 15 to 19 year olds at risk of leaving school early, including isolated and socioeconomically disadvantaged students. A key feature was closer collaboration between schools, local industry and the vocational education and training system.

As part of the 2000 by 2000 Strategy, 150 trainee subsidies valued at \$5,000 were given to a range of rural and regional agencies. All trainees started their programs. This will increase job opportunities for young people in rural and regional areas.

In 1999, a total of \$2.35m from the Vocational Training Assistance Scheme was paid to 3,804 apprentices and trainees to subsidise their travel and accommodation expenses while doing off-the-job training.

The Young People at Risk Program supported young people at risk aged 15 to 18 years old (and under 15 years old with exemptions from

schooling) to re-engage in education and training, and to provide pathways for them to further education, training or employment.

TAFE institutes submitted project proposals for funding under the Helping Young People at Risk Program. \$400,000 was allocated to the program in 1999-2000.

Funds were provided in 1999 to support six projects under the Helping Young People at Risk Program, and 23 projects under the Life Experience Counts Project. These are partnerships between adult and community education providers and other agencies.

People with language backgrounds other than English

In 1999, TAFE NSW enrolled 94,044 students who spoke a language other than English at home, compared with 90,366 in 1998. This was an increase of over 4%.

NSW Adult Migrant Education Service trained 8,062 people from non-English speaking backgrounds.

The Migrant Skills and Qualifications Advisory Committee oversees the NSW Migrants Skills Strategy. This includes programs to help migrants have their skills recognised, and for businesses to use the skills of migrants.

The Migrant skills website (at www.migrantskills.org) was launched to promote the use of skills gained overseas in rural New South Wales. It is part of the North West NSW Rural Information Campaign, which is part of the Migrant Skills Strategy.

The Office of the Commissioner for Vocational Training provided opportunities for people with trade skills and experience (but no formal qualifications) to have their skills assessed and formally recognised under the *Industrial and Commercial Training Act 1989*. In 1999, 1,848 applications for skills recognition were received and processed.

TAFE NSW provided institute multicultural education coordinators to work with local community organisations to identify barriers to access and participation by people in ethnic communities.

Under the Advanced English for Migrants Program, TAFE NSW was funded with \$2.4m to offer 81 English for specific purposes courses.

Women

In line with the National Women's Vocational Education and Training Strategy, TAFE NSW has undertaken several initiatives to support the vocational education and training needs of women.

The NSW Plan of Action for Women in Vocational Education and Training, titled *Changes and Choices, Phase Two 1999-2000*, was developed in 1999.

TAFE NSW continued to offer outreach programs to women who would otherwise not do accredited entry-level training. These included courses in office skills, farm computers and ceramics.

A self-paced resource was developed for an automotive small business administration course. The course is for geographically-isolated women with no previous access to training in this area.

Other initiatives

Across NSW, initiatives were implemented to provide greater opportunities and improved outcomes for under-represented clients.

The Hunter Institute of Technology organised an Aboriginal Careers Expo/ Fashion Parade and Student Art and Education Exhibition, held at the Newcastle Workers' Club. Over 50 exhibitors provided information on

employment and education opportunities for Indigenous people.

The New England Institute of TAFE helped the local Gamilaraay Aboriginal Community develop a small paper mill in Boggabilla, to make paper and paper products from locally-grown cotton and indigenous plant fibres.

The North Coast Institute of TAFE, in partnership with the Department of Juvenile Justice, trained youth justice conference convenors in December 1999. This was the first time a group of Aboriginal youth justice conference convenors had done this training.

Open Training and Education Network - Distance Education materials were published in Braille and large print, and as audiotapes and computer disks, to meet student needs. Network teachers and consultants supported 2,100 students with a disability.

Southern Sydney Institute of TAFE conducted an Access for Further Study Program for Indigenous students wanting to enter the police force. The program provided graduates with the qualifications to sit for the entry examination for the Police Academy, or to get jobs as parking officers, clerical officers or Aboriginal liaison officers.

Western Institute's Outreach Program in Orange was a pilot program for 19 at-risk young people, including Aboriginal students and students with a disability. The Outreach Youth Options Program will continue in 2000.

Murrumbidgee College of Agriculture expanded its provision of vocational education and training in schools, with over 300 school students (including 100 Aborigines) from 35 rural and remote schools enrolled with the college.

7. ACHIEVING GREATER EFFICIENCY

In 1999, NSW continued to seek ways of achieving greater efficiencies including through the introduction of improved management systems, revised student administration procedures and the piloting of TAFECard, a student identification system.

The Department of Education and Training invested considerably in refurbishing its statewide network of TAFE NSW training centres, to maintain high-quality training facilities to meet industry training needs. Refurbished facilities allow more students to be accommodated.

The Community Use of Schools Policy and the adult and community education Use of TAFE Facilities Policy provided a framework for the continuing development of relationships between the adult and community education sector and other education sectors.

Strategies were implemented to make TAFE NSW more competitive and efficient. These included improving management systems, reducing attrition rates, improving module completion rates and rationalising facilities. Flexible delivery modes were also expanded, to make delivery to small groups and distance learning more efficient.



Workplace assessment and training for Arnott's Biscuits in Food Processing (Biscuits).

Significant efficiencies were also achieved by integrating the department's corporate services, thus reducing corporate overheads and releasing funds for service delivery. Staff numbers were also reduced in areas with lower demand, to enable funds to be applied to growth areas such as information technology, tourism and hospitality.

In 1999, TAFECard was piloted. TAFECard is a single 'smart' student and staff identification card. It enables student identification for exams, access to library services and electronic purchases. It can also be used as a telephone card.

Electronic tendering was introduced for the 2000 NSW training market tender conducted in September 1999.

NSW TAFE Educational Services Divisions undertook a program of internal and external audits and as a result, maintained their full certification against the ISO 9001 standards.

The North Coast Institute of TAFE achieved greater efficiencies through flexible delivery. For example, information technology courses were delivered in several locations through a combination of keynote lectures to large groups and self-paced learning.

Northern Sydney Institute of TAFE cut costs by rationalising courses and facilities and by working efficiently.

South Western Sydney Institute of TAFE streamlined its administration and improved planning. The institute's business planning process won the TAFE NSW Quality Award for Outstanding Achievement.

Southern Sydney Institute of TAFE began implementing the recommendations of the 1999 Metropolitan Engineering Services Review. This will consolidate facilities and delivery, to provide improved facilities at reduced cost.

FUTURE PLANS

Implementing New Apprenticeships

The number of apprentices and trainees in NSW will increase with the implementation of the 2000 by 2000 Strategy, the introduction of payroll tax concessions for employers of apprentices, and other initiatives. Projections indicate that new entrant commencements in apprenticeships and traineeships will increase from 30,500 in 1999 to 36,500 in 2000.

The number of trainees employed in the NSW public sector will increase from 1,300 in 1999 to 2,000 in 2000, through a range of flexible pathways.

The number of apprenticeships and traineeships in group training companies (and jointly funded by the State and Commonwealth) is projected to increase from 7,700 in 1999 to over 8,000 in 2000.

Industry curriculum frameworks will be implemented in schools, and a range of vocational courses will continue to be available in vocational areas not covered by the frameworks (such as automotive, child studies and nursing).

The target for students enrolled in part-time traineeships in schools will be increased to 400. The range of part-time traineeship areas will be increased to 40.

The NSW training market website will be further enhanced to inform all parties of apprenticeship and traineeship pathways, registered training organisations and tender opportunities.

Achieving diversity and flexibility to meet client needs

The Department of Education and Training has allocated funds of approximately \$73m on a contestable basis for 2000.

Open market purchasing arrangements for apprenticeship training are being expanded,

from five apprenticeship areas in metropolitan Sydney, the Lower Hunter and Illawarra regions, to ten apprenticeship areas in total.

Schools implementing the new industry curriculum frameworks will be able to select from registered training organisations the modes of training that best suit the needs of students and schools.

Student access to computers will be further enhanced in 2000. Through the department's enterprise agreement with Microsoft, all computers distributed to colleges as part of the Commonwealth Grants Equipment Program will have already installed the latest Microsoft software.

Additional industry skills centres will be established to provide training in advanced technology and specific industry skills needs.

At least four additional skill centres for school students will be established in 2000. The Skills Centres In Schools Program will be expanded to ensure that facilities use new technology to provide training in a range of vocational subjects.

The HSC/TAFE credit transfer website will provide accurate and detailed information on the latest credit transfer arrangements, which will automatically appear on the website.

Improving language, literacy and numeracy skills

The Department of Education and Training will purchase language, literacy, numeracy and information technology courses under open training market programs.

A two-year professional development plan will be developed for regional and remote teachers of language, literacy and numeracy in the adult and community education sector.

The number of literacy volunteers in the school and TAFE sectors will be increased.

The delivery of workplace communication components of Training Packages will be enhanced.

Over 1,200 clients from language backgrounds other than English will be trained or retrained through the Advanced English for Migrants Program.

A brochure will be published on the role of the adult and community education sector in the provision of adult English language, literacy and numeracy programs.

The Adult Migrant English Service will maximise business from industry and maintain a program of publications development and marketing.

Implementing the National Training Framework

All government school districts will become registered training organisations. All registered training organisations will be assessed for compliance.

Quality improvement will continue to be a priority for the Board of Adult and Community Education.

TAFE institutes will continue their progress towards quality-endorsed training organisation status.

Year 11 students first began studying vocational Higher School Certificate courses in January 2000, in seven industry curriculum frameworks. These will provide students with the opportunity to gain credit towards the New South Wales Higher School Certificate, and credit towards Australian Qualifications Framework qualifications.

All seven NSW TAFE Educational Services Divisions are developing courses in line with Training Packages.

The Adult Migrant Education Services will develop trainer and student resources to

support the language and literacy components of Training Packages.

Increasing industry investment in training

The Department of Education and Training's links with industry will be strengthened and the number of strategic alliances increased.

The State Government's Training for the Future Plan aims to provide the training that industry needs and, at the same time, to help more people get jobs. This plan includes measures to provide training to meet specific skill shortages in industry (including training to support strategic industries), to support regional development and to increase the number of student places in TAFE NSW.

NSW will encourage more industry investment in training by providing industry skills centres.

There will be more on-the-job training opportunities for students, so they can get real-life workplace experience.

Training strategies to encourage industry investment will be written for Visy Industries, for the forest industry, for displaced workers in the coal mining industry, and for information technology.

The links forged between schools, business and industry under the Charter for Industry-School Cooperation will be strengthened.

There will be greater participation by NSW small businesses in the NSW Small Business Training Bonus Scheme.

The Western Sydney Jobs Plan will be implemented, to increase innovation and investment in jobs in Sydney's fastest growing region.

The Adult Migrant English Service will establish partnerships with other registered training organisations to deliver Training Packages.

Providing greater opportunities and improved outcomes for under-represented clients

The NSW VET Strategy for Indigenous People will be implemented.

The NSW VET Performance Measurement and Reporting for People with Disabilities Framework will be implemented, to establish performance measures and targets and increase opportunities and improve outcomes for people with a disability.

Opportunities for at-risk youth will be improved with the introduction of the Helping Young People at Risk Program, which will be expanded over the next three years.

People from language backgrounds other than English, especially in rural areas, will gain increased access to vocational education and training, recognition services and consequently jobs and further education.

Liaison with community and representative groups will ensure training and job opportunities arising from the Sydney 2000 Olympic and Paralympic Games are maximised for those under-represented in vocational education and training.

People in disadvantaged groups will be allocated additional resources under open market training programs and group training arrangements to encourage training.

The BYTES Project will deliver online an information technology course leading to a Certificate II in Information Technology. The course will be designed for female students from non-English speaking backgrounds in Western Sydney and rural and remote students in the State.

The Board of Adult and Community Education will research service provision in the more remote areas of the State. Further areas for online delivery will be developed in 2000, for example in retail and business services.

Achieving greater efficiency

New South Wales is on target to improve efficiency in 2000 with structures, systems and service delivery modes put in place in 1998 and 1999.

The TAFE NSW Flexible Delivery Management Plan will continue to be implemented.

The efficiency and effectiveness of student administration systems in TAFE institutes will continue to be improved, to provide better customer service with less effort and cost.

TAFE NSW and adult and community education facilities will be more efficiently used. Credit transfer arrangements between the sectors will be improved.

The Department of Education and Training will make greater use of electronic methods of administering training market arrangements.

The amount of flexibly-delivered TAFE training will increase, especially through the TAFE Online project. The TAFE NSW Flexible Delivery Management Plan will be reviewed, and a new plan or strategy developed.

INTRODUCTION

In 1999, the Victorian State Training Service built on strong foundations to support the competitiveness of Victorian industry and business, while also enhancing the social and economic opportunities for all Victorians.

Highlights were:

- 14 TAFE institutes, 5 TAFE divisions within universities and over 950 other registered training organisations provided skills training across all major industries and occupational levels, as well as personal development programs, to over 560,000 students
- a Ministerial Review of Post Compulsory Education and Training Pathways in Victoria was commissioned to examine:
 - the needs of young people entering, within and exiting from post-compulsory education and training in Victoria
 - the provision of educational programs and services for young people at the post-compulsory level
- provision of an additional \$7.1m to TAFE institutes for 1999-2000, with an additional \$127m to be provided over the next four financial years
- an increase in the range of industries and occupations covered by apprenticeships and traineeships, as well as an increase in the number of training contracts established, with new employee commencement figures up 45.8% on the previous year to 45,822



Automotive training delivered to people with disabilities.

- a commitment by the Victorian Government to support additional apprenticeships and traineeships in both the public and private sectors, particularly for long-term unemployed young people and to address skill shortages
- the commissioning of a review into the quality of training in Victoria's apprenticeship and traineeship system
- an increase in the flexibility of delivery of training, particularly through the use of IT-based delivery, supported by Victoria's TAFE Online 2001 Strategy, including the TAFE Virtual Campus and the trial of the ten learning networks
- improved recognition of TAFE as a training option through concerted promotional efforts
- a 20% expansion of the vocational education and training in schools program, resulting in over 15,500 enrolments for the year
- a stronger focus on the language and literacy needs of the workforce
- a significant increase in the number and extent of registered training organisation audits undertaken
- improved responsiveness of the State Training Service to the needs of small business
- improved outcomes for under-represented clients such as Aboriginal and Torres Strait Islander people, people with a disability, people from non-English speaking backgrounds, older people, women and people in correctional facilities.

The State Training Service

The State Training Service provides general education and skills training across all occupation levels, including:

- courses in basic literacy and numeracy
- basic preparation for work
- entry or certificate-level training, including apprenticeships

- advanced vocational training, including training for para-professionals
- advanced technician and advanced post-initial training courses.

The State Training Board of Victoria

The State Training Board is a statutory body with broad advisory, priority setting and funding allocation functions for the State Training Service, as well as regulatory and management powers over the system's operation.

The main functions of the board are to:

- advise the Minister for Post Compulsory Education, Training and Employment on a range of issues relating to training and further education in Victoria, including curriculum and expenditure of funds
- allocate TAFE funding, subject to ministerial direction, and negotiate performance and funding agreements with registered training organisations and industry training advisory bodies
- develop and implement, in collaboration with the Adult Community and Further Education Board, an adult, community and further education plan
- accredit courses to ensure appropriate quality
- recognise and regulate training providers for both public and private sectors and for domestic and overseas students
- regulate and administer apprenticeships
- perform the functions of the Victorian State training agency for the purposes of the Australian National Training Authority Agreement.

The Board's vision is:

'World-class training and further education in Victoria, producing a skilled and empowered community to meet the world of tomorrow, supporting the international competitiveness of Victoria's industry and enhancing economic and social opportunities for Victorians.'

The Adult, Community and Further Education Board

The Adult, Community and Further Education Board works jointly with the State Training Board, which is responsible for further education in TAFE institutes, to plan the overall direction and delivery of adult, community and further education in Victoria.

The Board's major functions are to plan, promote and allocate resources, develop policies and advise the Minister on matters related to adult, community and further education. Government funds allocated through the board are used to provide courses and support general adult education programs, which are usually provided by adult community education organisations (including the Council of Adult Education).

The Board's mission is:

'To lead the vigorous development of lifelong learning in the community so that more people can realise their potential as individuals, citizens and workers.'

There are nine regional councils of adult, community and further education which develop regional plans and policies, and promote, support, resource and evaluate adult community education provision.

The Training and Further Education Recognition Council

The Training and Further Education Recognition Council provides advice to the State Training Board and Adult, Community and Further Education Board about the accreditation of training and further education courses, as well as advice regarding the registration of training organisations. Under delegation from the two boards, the council can accredit courses, register training organisations and endorse courses for delivery to overseas students.

The council comprises representatives from the secondary, training, and higher education sectors, the adult, community and further education sector and industry.

The Office of Post Compulsory Education, Training and Employment

The Office of Post Compulsory Education, Training and Employment is a division of the Department of Education, Employment and Training. The office supports the State Training Board and Adult, Community and Further Education Board and is responsible for:

- ensuring that industry advice, through industry training boards and other avenues, is reflected in the policies, program profile and program delivery of post-compulsory education, training and employment services
- providing policy advice to the Government on training and further education
- strategic planning for the delivery of training and further education services
- purchasing training and further education places from a network of providers
- accounting for public spending on training and further education and employment
- supporting accreditation and recognition of training
- participating in and shaping national employment, training and further education initiatives, and supporting providers in promoting innovation and implementing change
- planning, coordinating and resourcing the adult, community and further education sector
- providing strategic labour market and employment policy information and advice to government
- developing and delivering Government employment initiatives, programs and services
- developing effective employability pathways for new and existing participants in the Victorian labour market.

Industry training advisory bodies

There are 26 industry training advisory bodies which provide advice on the training needs of industry and, in the case of industry training boards, promote training in their industry sectors. They are a key feature of the training system, and help to ensure that publicly-funded training is relevant to the industries they provide services to.

Registered training organisations

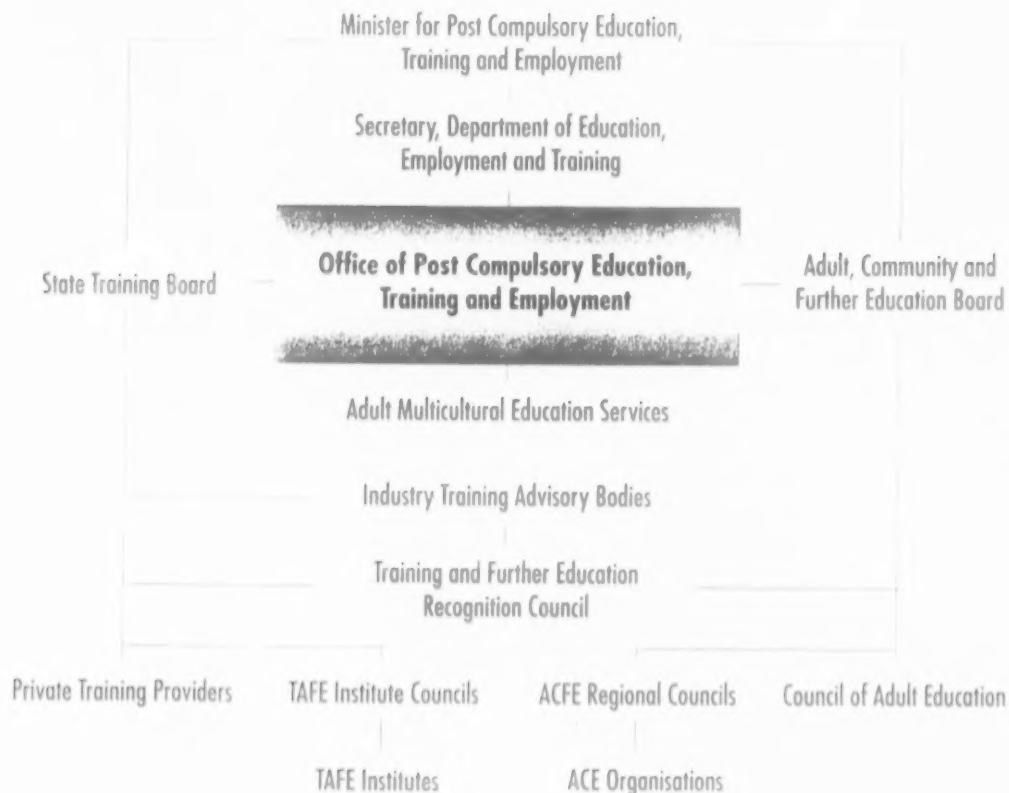
Registered training organisations comprise all organisations approved to deliver accredited

training and further education programs.

In Victoria, there are a diverse mix of both public and private registered training organisations. 14 TAFE institutes, five TAFE divisions within universities and over 950 other registered training organisations (including industry, commercial, enterprise and over 200 community-based providers) provided Victorian's with a wide variety of vocational and educational training programs. These programs ranged from short courses to Advanced Certificates and Associate Diplomas.

The structure of the STS is shown in the following figure.

Figure 1: THE VICTORIAN STATE TRAINING SERVICE



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1. IMPLEMENTING NEW APPRENTICESHIPS

During the year, 11,859 new employees commenced apprenticeships, up 6.6% from the previous year. These figures indicate a second consecutive year of growth, after a number of years in decline in the mid-1990s.

The number of new employees commencing traineeships increased by 67.2% to 33,963. This is the second year of very strong growth in commencement levels and represents a significant change in the way training is conducted in Victoria.

The total number of new employees commencing apprenticeships and traineeships in 1999 was 45,822, up 45.8% from 31,433 in 1998.

Since the Victorian Government took office in October 1999 it has:

- committed to boost apprenticeship and traineeship employment over the next four years by:

employing 2,600 public sector apprentices and trainees, with at least 600 positions to be provided to long-term unemployed young people

encouraging employers to recruit 10,000 disadvantaged or long-term unemployed people as apprentices and trainees through the provision of a subsidy of \$1,250 per trainee

developing partnerships with the private sector to recruit 6,000 apprentices and trainees into occupations experiencing skill shortages, with an annual wage subsidy of \$1,000 per place.

- commissioned a review into the quality of training in Victoria's traineeship and apprenticeship system to address perceived deficiencies in the quality of outcomes achieved within the current system.

Other initiatives in 1999 were:

- the creation of apprenticeships and traineeships for 27 Training Packages
- the maintenance of cooperative arrangements with New Apprenticeships centres
- the implementation of a more systematic training audit regime of both registered training organisations and the employers of apprentices and trainees
- implementation of a strategy to address the barriers to employment of apprentices in traditional trades
- expansion of arrangements for part-time apprenticeships and traineeships in schools across the non-government and government sectors, with over 700 training agreements signed
- the publication and dissemination of a report on employer concerns about the quality of applicants for apprenticeships in traditional trades and the effects of this on apprentice numbers



Northern Metropolitan TAFE hospitality student Dale Annells. Dale was a finalist in the Victorian Training Awards.

- the piloting of arrangements between labour hire companies and group training companies to employ apprentices
- development of the TAFE Trades Online website to improve plumbing and carpentry trades student's technological and literacy skills, while also providing pre-apprenticeship students with an avenue to promote themselves to employers who may be able to offer apprenticeships
- the publication of a report evaluating the marketing of apprenticeships and traineeships in Victoria.

2. ACHIEVING DIVERSITY AND FLEXIBILITY TO MEET CLIENTS' NEEDS

The training market

The Victorian community is able to access training and further education through over 950 public and private registered training organisations. Each organisation must comply with the Australian Recognition Framework requirements and is audited to ensure the quality of the training being delivered.

Information regarding both registration as a registered training organisation, and funding arrangements, was provided through information sessions held throughout the year. Over 450 registered training organisation representatives attended these sessions. Detailed registration information, as well as tender lodgment and contract payments systems, was made available on the internet. Furthermore, nineteen training recognition consultants in metropolitan and regional Victoria assisted in the registration of providers.

\$132.7m (25.5% of the 1999 training delivery budget) was allocated through contestable mechanisms, with 388 private registered training organisations receiving government funds for training delivery through either open tender or user choice arrangements.

The proportion of the training delivery budget allocated through contestable means has risen

dramatically from 1.2% in 1995. The Government is concerned that the rapid growth within the contestable training market during recent years may have compromised the quality of training. Subsequently, user choice and competitive funding were frozen at 1999 contestability levels in order to assess the desirability of further competition in the training market.

Adult and community education organisations are predominantly funded through competitive processes managed by the Adult, Community and Further Education Board's regional councils. The Adult, Community and Further Education Board revised and reissued eligibility and registration guidelines for training providers during the year. Adult and community education organisations must now meet these quality assurance standards to be eligible to apply for government funds and to issue qualifications for State-accredited further education courses.

Profile of TAFE

In a concerted effort to raise the profile of TAFE as a preferred education and training option for clients, the first half of 1999 saw the culmination of the promotional campaign that had been launched in the previous year. The campaign theme, Choose your own course - TAFE of course, provided a single identifiable brand and image to promote TAFE in Victoria. Research on the most effective forms of advertising saw a concentration on metropolitan and regional television, print and outdoor advertising.

The impact of the campaign was measured by an external organisation, which reported positive feedback from the community.

Other activities to promote TAFE included the Victorian Training Awards, seminars and industry forums in Melbourne and regional centres and the publication of *Training for Growth*.

Websites, the TAFE course line, the TAFE Course Directory and a wide range of other publications ensure that clients are informed of training options.



The TAFE Courses Directory provides easy access to information on courses and training providers.

Meeting client needs

Qualitative research was carried out to identify those factors that influence customer satisfaction. A major outcome of the research was the development of five customer satisfaction surveys, one for each of the identified customer segments: current students, graduate students, withdrawn students, employers and staff. Subsequent quantitative research involved administering the customer satisfaction surveys. These surveys, to be conducted on an ongoing basis by TAFE institutes, will enable the establishment of

client satisfaction targets so that performance can be more systematically monitored.

New learning technologies

A number of strategies to increase the flexibility of delivery of training through the use of IT-based delivery were implemented.

Ten learning networks were trialled. In these networks, education and training providers worked together to provide TAFE programs, accessible via the internet, for students wishing to study in their own time and at their own pace. Operating via Victoria's TAFE Virtual Campus, they catered for a range of clients including recently arrived migrant women, people with disabilities, people learning about food handling, adult literacy students, metal fabrication trainees and apprentices, rurally isolated groups, and community services and viticulture industry workers. The networks also provided brokerage services to improve students' capacity to identify and select study options that meet their personal needs. An evaluation of the learning networks trial was commenced.

The Webskills program continued to provide students with opportunities to complete various modules online via the Webskills website. The program was expanded to incorporate small businesses and will be totally online in 2000.

The use of new technologies in the adult and community education sector was progressed through the Adult, Community and Further Education Board Implementation Plan for New Learning Technologies. In particular, good practice in new learning technologies in adult and community education was researched; basic technology skills programs were provided; the sector's IT infrastructure was upgraded; curriculum to enable low-literacy level learners to participate in online learning was developed; and 7,000 hours of basic internet skills training and 5,000 hours of public access to the internet were provided.

Post-compulsory education and training pathways

There were over 15,500 enrolments in vocational education and training in schools in 1999, covering the Catholic education sector, government and independent schools. This represents an increase of 20% on 1998. More than \$4.6m was made available to support vocational education and training delivery in schools. The funds also supported central initiatives, including partnerships with education and training providers to share resources and information, evaluation and program development. Approximately 100 schools were registered as training organisations to deliver vocational education and training in schools programs in 1999. Where schools did not themselves have registered training organisation status, they made arrangements with a registered training organisation to provide delivery, assessment and certification products and services.

All vocational education and training in schools delivery and assessment is part of the National Training Framework. Training Packages are used as the basis for training and for the award of qualifications, where they exist.

Six cross-sectoral projects to facilitate student mobility were completed at a cost of over \$760,000. They were:

- cross-sectoral projects to facilitate student mobility (information technology)
- Certificate and Diploma of Further Education
- dual award programs in the textile industry
- Linkages for Learning Pathways to Jobs in the Food Industry - Pathways to Jobs in the Food Industry
- From Monkey Wrench to Mortar Board: a Project Manager's Program for the Mechanical Services Industry; and

- nested awards in financial services, human services and outdoor recreation.

Consortia drawn from schools, TAFE institutes, adult and community education organisations, universities and private registered training organisations conducted these projects. They have resulted in alternative pathways and new higher education entry programs, as well as articulated courses and dual award programs in Victoria's priority industries. The projects involved curriculum and course design to articulate into courses where existing credit transfer arrangements were not available, consistent or satisfactory. The projects also encompassed administrative arrangements to ensure that students have access to places in higher level courses and articulate or exit with full credit and/or a credential in an accredited course.

The Victorian Government has commissioned a Ministerial Review of Post Compulsory Education and Training Pathways in Victoria to examine:

- the needs of young people entering, within and exiting from post compulsory education and training in Victoria
- the provision of educational programs and services for young people at the post-compulsory level.

The review will make recommendations to the Government by 30 June 2000.

3. IMPROVING LANGUAGE, LITERACY AND NUMERACY SKILLS

Over 9.2 million student contact hours (almost 14% of the government-funded training and further education profile) was allocated to general education and training. Of this, almost 3.5 million student contact hours was allocated specifically to language, literacy and numeracy training.



Adam Podalczak, Certificate III in information Technology student, has cerebral palsy and is confined to a wheelchair. His aim is to complete the course and find employment in electronic publishing or multimedia.

A Curriculum Framework for English as a Second Language was established and led to implementation of:

- a suite of ten courses in the three major English as a second language streams of access, vocational purposes and academic purposes
- an integrated set of recognisable pathways in the literacy area designed to assist students in the transition from access programs to work and/or further study
- easier integration of literacy with the various competencies from Training Packages
- improved coherence and efficiency in delivery.

Two learning networks focussed on improving language, literacy and numeracy skills. They were:

- the Adult Multicultural Education Service Learning Network which offered programs in English language to migrants

- the Southern Westernport Learning Network which coordinated literacy and numeracy through community providers in Victoria's South-East and Peninsula regions.

The Adult, Community and Further Education Board made funding available to the Adult Resources and Information Service to provide resources to practitioners in the adult and community education sector. The service specialises in language, literacy and numeracy curriculum.

4. IMPLEMENTING THE NATIONAL TRAINING FRAMEWORK

Australian Recognition Framework

The Australian Recognition Framework was fully implemented in line with Victoria's support of national training arrangements.

Over 350 registered training organisations were audited to ensure their compliance with the Australian Recognition Framework and funding contracts and to ensure that they were financially viable. Those registered training organisations selected for audit included those:

- in the first 12 months of registration or in the final year of registration
- with a history of under-delivery
- reported as performing poorly or not meeting contractual obligations
- receiving government funds for the first time.

These audits raised significant concerns about quality in some areas of the system.

Strategic industry audits were introduced in late 1999 to focus specifically on the quality of training delivery and assessment systems for the cleaning and security, and correctional officer, industries. These audits were more rigorous and included interviews with trainees and apprentices, students, trainers and teachers

to gauge the level of client satisfaction with the training and the adequacy of training resources. Industry audits will be expanded in 2000.

Training Packages

The Government is concerned that the introduction of Training Packages has been too rapid, with inadequate support given to teachers in learning material and professional development. Also, some packages are flawed and others do not allow for articulation with higher education.

Victoria developed and published Training Package implementation guides. These implementation guides contain information on the transition arrangements for the delivery of the new qualifications within the Training Packages, including sample training programs, relationship to current courses, nominal duration and approved training schemes. This work has been recognised and supported by ANTA and the guides made available to other States and Territories. 37 implementation guides have been published with a further 20 under development.

Victoria continued to oversee the development of the second series of toolboxes on behalf of ANTA and the EdNA VET Advisory Group. Designed for both teachers and learners, a toolbox is a collection of resources, suggested learning strategies and supporting material to support online training delivery associated with Training Packages. Projects continue to be conducted in such areas as information technology, chemical and oil refining, administration, hospitality, retail, warehousing, alcohol and other drugs work, and horticulture. The current series should be available to the public at the end of 2000.

Victoria also implemented the ANTA Toolbox Central project in conjunction with TAFE SA. The project is designed to create an internet-based standardised professional development facility that will allow a personalised review of available or required skills. It will facilitate professional development for TAFE teachers

and trainers, multimedia developers, student support services, and industry training personnel.

Other initiatives to progress the implementation of Training Packages were:

- implementation of a process to automatically add Training Package qualifications to providers' scopes of registration while ensuring they have appropriate resources for conducting and assessing the training
- the provision of \$755,000 to industry advisory bodies for them to facilitate professional development activities
- the development of an online bank of modules which can be downloaded from the internet to facilitate the customisation of training to meet the needs of industry and individuals.

5. INCREASING INDUSTRY INVESTMENT IN TRAINING

Through the tender process for government-funded training, registered training organisations were encouraged to seek industry contributions in order to enhance their tenders. This initiative has led to the following outcomes for 1999:

- \$1.7m of government funding was provided for initiatives with the potential to lever industry investment
- \$1.2m of government funding was provided to enterprises to stimulate their training effort.

Priority continued to be given to optimising small business participation in training.

The Small Business Incentive Scheme was further trialled in the western suburbs of Melbourne and the Goulburn Ovens region. The trial targeted small businesses in the child and aged care, horticulture/agriculture and automotive industries. Over 1,150 small businesses were assisted by this incentive, with many of them being introduced to the State Training Service for the first time.

Victoria participated in the development and implementation of the National Small Business Professional Development Program. Through the program, a range of best practice and professional development models was developed and promoted throughout the State Training Service and industry planning processes were modified to specifically incorporate small business perspectives.

Funding was provided for the development of materials to support the online delivery of training for small business, including modules which will form an e-commerce training program that particularly targets the small business sector.

6. PROVIDING GREATER OPPORTUNITIES AND IMPROVED OUTCOMES FOR UNDER-REPRESENTED CLIENTS

Broad strategies

A number of strategies, systems and practices were developed, implemented and updated to address Victoria's commitment to increasing the opportunities and improving the outcomes for under-represented clients.

Certificates in Vocational Studies were developed in specific industry areas to address potential access to training problems that have arisen from the introduction of Training Packages for a range of students including Koories, people from non-English speaking backgrounds, those returning to study, people requiring initial numeracy or literacy support, and the long-term unemployed. Industry courses - at Australian Qualifications Framework levels I and II - were developed to enhance access of students to Training Packages by enabling generic skills and critical underpinning knowledge to be combined with specified competencies from Training Packages. Certificates in Vocational Studies have been developed in respect both to the

Food and the Transport Training Packages, with a further eight Training Packages to be targeted in the initial phase.

The TAFE Online strategy enables involvement in training and further education by people who might otherwise be unable to participate due to work commitments, life commitments, geography or special needs. A major aim of the TAFE Online strategy is to increase the emphasis on individual and community outcomes. This is being achieved in part by providing opportunities for increased access to training and further education, through online programs and services. Furthermore, initiatives like the learning networks cater particularly to traditionally under-represented clients, and seek to address barriers faced by rural and remote clients, as they increase options for clients to undertake training through a range of locations.

In addition:

- TAFE institutes were required to implement a managing diversity policy, which was subject to audit
- the Access Training and Employment Centre was funded to provide advice on the training needs of under-represented and special clients.

Targeted programs

Targeted initiatives to provide greater opportunities and improved outcomes for under-represented clients included:

- the Access Training and Employment Centre published the following reports addressing issues related to under-represented clients: *An Ageing Population and TAFE*, *An Overview of the Participation of Older People in the State Training Service*; *People with Disabilities and TAFE Participation*; *An Overview of the Status of People with Disabilities in the State Training Service*; and *Women's Participation in VET*, *Analysis of Data 1991-1996*.

- over \$8.5m was provided for training provision, the purchase of training equipment, counselling services and educational support for clients in correctional facilities or juvenile justice programs
- over \$6m was provided for the delivery of training to Koorie clients
- the Victorian Aboriginal Education Association was funded to provide advice on the training needs of Koories, undertake regional planning and information workshops, promote the benefits of training to the Koorie community, carry out client satisfaction surveys of Koorie students, and undertake research which formed the basis for the Koorie Training to Employment Strategy
- a travelling scholarship was jointly awarded to Worowa Aboriginal College and Evans Grimes and Associates to conduct an action learning research project of indigenous learning models
- funding was provided for a range of specific training initiatives for Koories in areas including native tree seed and extraction, the performing arts and the multimedia industry
- funds were provided to support the employment and professional development of Koorie liaison officers in TAFE institutes
- development of two community-based centres for Koorie training valued at \$1.2m commenced
- over \$4m of training was delivered to students with a disability, and special funding to support disabled students was increased
- a conference to promote good practice in employment, training and further education for people with disabilities was attended by approximately 150 people
- \$150,000 was provided to resource the Centre of Excellence for the Deaf and Hard of Hearing Impaired Students



RMIT TAFE Printing Apprentice, Cindy Leask. Cindy was a finalist in the Victorian Training Award.

- a special project was funded to integrate numeracy training with practical skill development for people with a disability
- a website was established to specifically facilitate communication among disability liaison officers employed by TAFE institutions, many of whom work part-time
- over 2,000 entitlements were issued through the TAFE Youth Allowance Entitlement Scheme, resulting in over 1,400 young people enrolling with a registered training organisation, many in the adult and community education sector, to access up to 400 hours of training. In addition, another 900 people 15 to 17 years old eligible to receive the Commonwealth Youth Allowance were enrolled in TAFE institutes
- the Victorian Action Plan for Women in TAFE was implemented.

Adult, community and further education

The adult, community and further education sector was instrumental in increasing access for under-represented clients to education and training in Victoria, as well as improving their outcomes. 460 adult and community education organisations received over \$25m to deliver a range of programs including adult literacy and basic education, English as a second language, general preparatory and vocational training. Women represented 74% of participants in adult and community education.

Initiatives in the adult and community education sector included:

- implementation of the Conceptual Framework for Further (General) Education including the development of a curriculum guide and the accreditation of six new further education courses
- development of the Diploma of Further Education which will provide an alternative pathway for educationally-disadvantaged adults seeking tertiary entry
- development of Certificates of English Language and Literacy for people with backgrounds other than English
- implementation of student satisfaction surveys in all funded adult and community education organisations with a view to improving the quality of services and outcomes for students. (92% of students surveyed were satisfied or very satisfied that their course met their needs)
- the Certificate IV in Workplace Training was delivered to Koorie trainers to encourage and increase the number of qualified Koorie tutors in adult and community education
- delivery of professional development activities for adult and community education organisations to promote awareness (and increase delivery) of the Certificate I in Koorie Education.



Victorian Training Award Finalist Serene Taffaha.

7. ACHIEVING GREATER EFFICIENCY

Victoria has implemented initiatives identified in its Growth Through Efficiencies Plan and expects to achieve the required efficiency growth of a minimum of 1.5% by 2000, on a 1997 base of 62,586m student contact hours.

However, growth in delivery, without the provision of additional resources, has placed significant stress on the TAFE institutes and jeopardised the quality of training. Therefore, the government considers that further growth through efficiencies is not achievable. The responsibilities of various levels of government for funding the growth in anticipated demand for TAFE, much of which is expected to be attributed to Commonwealth policies, will be the key issue to be addressed in discussion of a new ANTA Agreement.

Comparative data in Volume 3 of this report has indicated that the cost of delivery in Victoria has been substantially below that of any other State or Territory. For example, in 1998, the cost in Victoria was 23.1% below the national average.

While a degree of comparative efficiency is desirable, the Victorian Government considers that differences of this magnitude suggest that funding levels have been unrealistic. As a consequence, the quality of training and longer-term sustainability of training and further education in Victoria have been compromised. This view is supported by the outcomes of the National 1999 Survey of Employer Views on Vocational Education and Training which found that 77% of Victorian employers were satisfied or very satisfied with the vocational education and training system, compared with 83% nationally. In a similar survey in 1997, the Victorian satisfaction rate was 88%, compared to 78% nationally. In 1997, Victoria had the highest level of satisfaction. It now has the second lowest level.

To address this issue, the Government will provide an additional \$127m to TAFE institutes over the next four financial years, having already provided an additional \$7.1m in 1999-2000.

PLANS FOR THE FUTURE

In October 1999 there was a change of Government in Victoria, which will impact significantly on Victoria's priorities for training and further education in 2000 and beyond. The immediate priorities of the Government are to:

- ensure that all Victorians, including people in regional and rural Victoria and in disadvantaged communities, have access to the training and further education services necessary for the social and economic development of the State
- achieve a network of reinvigorated TAFE institutes that is sustainable in the longer term as the key component of a vigorous public and private training system
- ensure that training and further education is of high quality, through processes including strengthened training audit regimes
- link training and further education to employment, particularly to facilitate development of new industries such as information and communications technologies, to increase employment opportunities, to overcome skill shortages and to promote regional development
- implement a new approach to post-compulsory education and training which substantially increases the range of training and further education opportunities available to 15 to 19 year olds.

OVERVIEW

The Queensland Training System is about to take on a new impetus with a strategy for delivery of vocational education and training from 2000 to 2003 in the process of development. The strategy, *Skilling Queenslanders*, will focus on providing opportunities to ensure that Queenslanders are able to reach their potential through participation in vocational education and training. To date, four objectives have been established to achieve this vision. The objectives are:

- increasing Queenslanders' skills and qualifications
- embracing the information age
- innovating and collaborating
- boosting the quality of vocational education and training.

Queensland will also be focussing on consolidation of the new national training arrangements. During 1999, the Queensland training system grappled with the difficulties associated with the introduction of these new arrangements. As part of the process, Queensland commissioned the Independent Investigation into the Quality of Training in Queensland's Traineeship System. Queensland has since instigated a number of arrangements to address problems identified through the investigation. These include:

- Piloting initiatives in two of the department's regions, designed to improve the quality outcomes of the apprenticeship and traineeship system including:
 - approval of registration of training agreements after the expiry of a nominated waiting period (30 days for all traineeships, 90 days for apprenticeships)
 - the formalisation of mandatory quality interventions during the above waiting

periods, induction of parties, an assessment of the employer's capacity to adequately support the training and the development of an appropriate training plan

- the building of sound business relationships between the department, registered training organisations and New Apprenticeships centres.

Feedback received to date from clients (employers, apprentices and trainees) indicates a marked improvement in the provision and receipt of information relating to roles, obligations and responsibilities as well as their involvement in the development of appropriate training plans. The evaluation being undertaken by the department is indicating overwhelming support for the initiatives.

- developing strategies to ensure that training delivered fully on the job achieves quality outcomes, including:
 - all training at Australian Qualification Framework level 3 and above must involve a withdrawal from routine work, unless approved by the State Training Council
 - the user choice pricing schedule has been restructured to facilitate the delivery of quality, structured training in all delivery modes across Queensland
 - the requirement that training be delivered in accordance with a pre-determined plan
- implementation of a stronger, integrated performance management framework, incorporating a rigorous integrated audit process requiring periodic detailed examinations of registered training organisations' compliance with the Australian Recognition Framework and user choice contract requirements.



Katie McAvoy - Vocational Student of the Year for Queensland & Australia.

In 2000, Queensland will continue to improve the training system by examining further improvements such as:

- further administrative changes to streamline and strengthen the apprenticeship and traineeship system
- the appointment of an apprenticeship and traineeship ombudsman under the proposed Training and Employment Bill
- ensuring that payment to registered training organisations for traineeship delivery under user choice arrangements is conditional upon employer and trainee satisfaction with the service provided.

In summary, the Queensland training system faced a number of challenges at the beginning of 1999 which have either been addressed or

which will be addressed in 2000. The Queensland training sector is moving into the year 2000 with confidence in its ability to deliver a responsive and flexible training environment while ensuring that the quality underpinning the system is enhanced and maintained. Queensland has also been pleased to note that many of the issues raised at the national level have been recognised and is looking forward in 2000 to working with the Commonwealth and other States and Territories to provide a world class training system for Australia.

ARRANGEMENTS

The *Vocational Education, Training and Employment Act 1991* provided the framework for the administration of training in Queensland by the Department of Employment, Training and Industrial Relations.

The Act provides for the Vocational Education, Training and Employment Commission to act as the principal source of advice to the Queensland Government on training matters.

In 1999, the commission was supported by several standing committees established under the Act, including:

- the State Training Council, which determined policy matters concerning apprenticeships, traineeships and other structured training arrangements
- the State Planning and Development Council, which advised the commission on short and long-term plans to meet the State's training needs, including development of the public and private training system
- the Accreditation Council, which advised on Queensland's recognition of training processes.

In September 1999, the Registration Management Committee was established to manage the audits of registered training organisations, and to monitor their training and assessment practices.

Other standing committees also advised the commission, including:

- Nagi Binanga, the Aboriginal and Torres Strait Islander Standing Committee. Nagi Binanga advised on the employment and training needs of Queensland's Indigenous people, and provided advice at the national level through its representation on the Aboriginal and Torres Strait Islander Peoples Training Advisory Council
- the Queensland Adult English Language, Literacy and Numeracy Council. The council monitors the provision of language, literacy and numeracy programs for Queensland adults
- its Small Business Training Advisory Committee
- its Adult Community Education Advisory Committee (established in May 1999)

The commission was also advised by the Vocational Education and Training Disability Reference Committee. The committee is responsible for implementing the Queensland Disability Policy for Vocational Education and Training, and for the Disability Support Service. The service provides adaptive equipment on loan, and personal support services to students with a disability.

1. IMPLEMENTING NEW APPRENTICESHIPS

Queensland made significant progress in the implementation of New Apprenticeships in 1999. Apprenticeships and traineeships under Training Package arrangements continued to increase. There was sizeable growth in commencements of apprenticeships and traineeships in schools. To avoid confusion, Queensland continued to use the terms apprenticeship and traineeship, rather than New Apprenticeships.

There was a general decrease in the number of traineeship commencements in 1999. This can

be attributed to a decision to reduce the number of existing workers accessing the traineeship system, and to other initiatives to ensure that traineeships are commenced only where there is a genuine commitment to structured training by the parties to training agreements.

As a result of the findings of the Investigation into the Quality of Training in Queensland's Traineeship System, the department developed new administrative arrangements. These will be piloted in 2000, when the department will test:

- improved partnership arrangements between the department, registered training organisations and New Apprenticeships centres
- electronic access to training agreement information for registered training organisations and New Apprenticeships centres
- a revised training agreement registration process
- a review of data collection to simplify training agreements
- an enhanced training record book that incorporates an employer assessment resource, improved training plan and a declaration of parties. The book will also strengthen the provision of induction information to employers, apprentices and trainees.

Increased range of apprenticeships and traineeships available

In 1999, 162 traineeships and apprenticeships (supported by qualifications from Training Packages) were implemented in Queensland. An additional 26 apprenticeships and traineeships were supported by courses not based on Training Packages. These courses will be replaced as Training Packages become available.

Increased apprenticeships and traineeships in schools

Queensland had a remarkable increase in the number of apprenticeship and traineeship commencements in schools. In 1998, the increase was 276%; in 1999 111%. Table 1.1 below shows the numbers.

Table 1.1: APPRENTICESHIP AND TRAINEESHIP COMMENCEMENTS IN SCHOOLS

Commencements in schools	1998	1999
Apprenticeships	77	290
Traineeships	747	1576

Increased training contracts

Between 1998 and 1999, apprenticeship commencements increased by 9.66%. However, traineeship commencements in the same period decreased by 17.42%. As explained above, the decrease in traineeship commencements was due to action to prevent the continued abuse of the traineeship system. Table 1.2 below shows the numbers.

Table 1.2: APPRENTICESHIP AND TRAINEESHIP COMMENCEMENTS

Commencements	1998	1999
Apprenticeships	10,150	11,131
Traineeships	32,492	26,832

Increased training contracts under group training arrangements

The importance of group training schemes in providing training opportunities in Queensland continued. Apprenticeship commencements through group training schemes increasing in 1999 by 13%; traineeships by 35.7%. The following table shows the figures.

Table 1.3: GROUP TRAINING COMMENCEMENTS

Commencements through group training schemes	1998	1999
Apprenticeships	2,331	2,635
Traineeships	3,655	4,960

The Queensland Government's Breaking the Unemployment Cycle initiatives helped increase apprenticeships and traineeships in Queensland. These initiatives started in July 1998. From July 1998 to December 1999, 4,375 apprentices and 4,463 trainees were employed under private and public sector employment initiatives. A further 112 apprentices were employed under the Housing Industry Trade Training (Plus) Scheme.

2. ACHIEVING DIVERSITY AND FLEXIBILITY TO MEET CLIENTS' NEEDS

Queensland, with the largest competitive allocation of any State, leads in the development of a more diverse and flexible training market. While funds allocated on a contestable basis (and the number of registered training organisations accessing that funding) grew in 1999, it is not expected that the market will continue to grow at the same rate. The Queensland training market is now entering a period of consolidation.

Increased funds allocated on a contestable basis

In 1999, the amount of funds awarded under contractual arrangements on a contestable basis was \$122,717,062. This was an increase of 6% for the year. Of this amount, a total of \$84,123,912 was awarded under user choice arrangements, and \$38,593,150 was awarded under the Competitive Purchasing Program.

Increased number of registered training organisations accessing public funds

The number of registered training organisations accessing training funds under the Competitive Purchasing Program increased from 89 in 1998 to 96 in 1999.

Fewer registered training organisations chosen under user choice arrangements

The number of registered training organisations accessing user choice funds in 1999 was 226, compared with 253 in 1998. These figures include the 16 TAFE institutes.

The reduction in registered training organisations accessing user choice funding in 1999 resulted from the failure by some registered training organisations to meet their contractual obligations, as identified through Queensland's integrated audit process. This process aims to ensure that registered training organisations comply with contractual arrangements and deliver quality training for the public funds they receive.

Four private registered training organisations gained a larger share of the traineeship market, each of them having contracts with the State in excess of \$1m.

Queensland Training Information Service website

From January 1999 the Queensland Training Information Service operated as a site on the department's website. The website provides comprehensive information about more than 500 apprenticeships and traineeships currently available, as well as information about vocational education and training providers, Training Packages, aspects of training open to negotiation and funding arrangements.

A Training Packages website was also established, to provide clients with Training Package implementation information. The website also has links to a comprehensive range of related internal and external sites.

Working arrangements with New Apprenticeships centres

In 1999, the department worked closely with New Apprenticeships centres to build working relationships. These included:

- the signing of a deed of agreement defining the mutual obligations of the State, and the New Apprenticeships centres, including specific performance parameters for New Apprenticeships centres
- the writing of a policy and procedures manual for Queensland
- professional development of New Apprenticeships centre staff through departmental training sessions throughout the State
- regular forums with New Apprenticeships centres in Brisbane and regional areas

- the development of a New Apprenticeships centres website, with detailed policy and procedures information.

Partnerships between industry, vocational education and training and other education institutions

During 1999, the department provided \$250,000 of State funds as grants to industry, to conduct feasibility studies into the establishment of skill centres. Grants were made to organisations covering a wide range of industries and community interests, including plant operation, furniture removal, retail, hardware, sport and recreation, performing arts, welfare, information technology, and advanced manufacturing.

The department also worked closely with the Queensland Open Learning Network, so that the Queensland training system could use their



Training Provider of the Year - Wide Bay Institute of TAFE - represented by Kay Giles.

extensive regional and rural online delivery network. The department granted the network \$1.5m in infrastructure funds to enable the network to expand to a further seven centres in 1999-2000.

The Adult Community Education - Vocational Education and Training Program encouraged more partnerships between these two sectors. Partnerships enable community organisations to identify their training needs, and for local registered training organisations to meet those needs.

Increasing information technology-based delivery

In 1999, \$10.57m was invested in the TAFE network's technology delivery infrastructure. The funds were mainly applied to projects to upgrade the capacity of the online learning infrastructure, and included \$1.5m to help expand the Open Learning Network to non-TAFE sites.

In addition to the \$10.57m spent, an additional \$5.87m was committed to these projects at the end of 1999, making a total Commonwealth and State commitment for the year of \$16.44m.

Vocational education and training in schools

Vocational education and training in schools was promoted through the Skill Centres for Schools Students Program, and through the Industry Skill Centre Program. Schools that received funds included St Brendan's and other Yeppoon district schools (\$203,000 for generic industry skills), the Loganlea State High School (\$224,000 for horticulture) and the Building Industry Group Apprentice Scheme at Brendale (\$193,000 for construction skills training, through school-based apprenticeships).

3. IMPROVING LANGUAGE, LITERACY AND NUMERACY SKILLS

The Queensland Annual Vocational Education and Training Plan for 1999 identified the need for workers to have access to language, literacy and numeracy training. This resulted in language, literacy and numeracy programs being provided by TAFE institutes and community and private providers throughout Queensland. These programs contributed to the goals of the Queensland Adult English Language, Literacy and Numeracy Policy.

In 1999, \$1.75m was allocated for extra training to achieve the language, literacy and numeracy skills required for success in vocational training, particularly in the construction, engineering, hospitality, and community services and health industries. This funding provided 51,272 annual hours curriculum of vocational language, literacy and numeracy training through the Competitive Purchasing Program. A further 20,899 annual hours curriculum was made available through a register of training organisations that could provide this training to workers. As well, \$800,000 was provided to TAFEs and agricultural colleges for training students enrolled in direct grant programs at Australian Qualifications Framework levels 1 to 4.

Direct grants were made to four agricultural colleges with successful outcomes reported in meeting the language, literacy and numeracy needs of sectors of the rural industry.

Under the Community Literacy Program, literacy and numeracy training was conducted at sites where programs had not previously been delivered, and with groups not eligible for Commonwealth-funded programs. Sites included Cunnamulla, Winton, Mer Island, Weipa and Quilpie.

The language, literacy and numeracy needs of people in Community Jobs Plan and Community Assistance programs were also addressed, as part of the State Government's Breaking the Unemployment Cycle initiative. Language, literacy and numeracy training was designed to meet workplace needs.

A research project was commissioned in 1998-99, to identify ways to meet the challenge of delivering to remote and isolated sites. This project built on the previous research *Virtual Flexibility: Adult Literacy & New Technologies in Remote Communities*, and identified the internet as an important way to support tutors in remote and isolated sites.

4. IMPLEMENTING THE NATIONAL TRAINING FRAMEWORK

Queensland support for the implementation of the National Training Framework continued during 1999. An increasing number of registered training organisations operated under mutual recognition, and a National Training Package Taskforce was established to support Training Package implementation.

The increasing use of national industry competency standards for training and assessment brought into sharp focus the continued reliance of training providers on syllabus and curriculum. Training providers have found difficult the necessary change in culture and practice, so as to operate effectively in the Training Package environment.

In 1999, Queensland started work with registered training organisations to encourage the necessary shift in outlook, to ensure that attention is given to providing students with underpinning skills and knowledge, as well as to focus on assessment outcomes.

Mutual recognition

Queensland has 374 interstate registered training organisations operating under mutual recognition arrangements. Queensland also has 42 registered training organisations that operate in other States and Territories under mutual recognition arrangements.

Audits of registered training organisations

In 1999, a total of 65 contractual audits, 99 Australian Recognition Framework registration audits and 134 Australian Recognition Framework compliance audits were conducted. Queensland has implemented a rigorous, integrated audit process to ensure the training market has confidence in the quality of the training products provided by registered training organisations.

Training Packages

In 1999, Queensland's first comprehensive purchasing strategy, the *Resource Priorities Document 2000 - 2002* was published. This document contained a very clear statement that, pending satisfactory transition arrangements, public funding of training would move to the achievement of qualifications in Training Packages. This message was also conveyed to registered training organisations during general discussions and consultations.

A Training Package Taskforce was established to develop a framework for the evaluation and implementation of Training Packages in Queensland. The taskforce works closely with State industry training advisory bodies to ensure that Training Packages provide maximum cross-industry flexibility.

Better articulation between post-compulsory education and training

Queensland leads the States and Territories with the implementation of vocational education and training in schools, particularly school-based apprenticeships and traineeships. In part, this is because Queensland attended to the related industrial relations challenges and put in place a generic award for school students doing apprenticeships and traineeships while still at school. This is expected to encourage school students in the post-compulsory years to remain at school to Year 12, then to continue in the training system until they complete their apprenticeship or traineeship.

5. INCREASING INDUSTRY INVESTMENT IN TRAINING

In 1999, the Queensland training system continued to work with industry, to encourage their participation and investment in training. The training needs of small business were a priority in 1999, with arrangements made for small business to do modules to meet their specific needs, rather than having to complete a whole qualification.

Strategies to expand other industry / provider partnership, increase industry investment

In 1999, TAFE institutes were actively encouraged to form partnerships with local industry and enterprises to deliver training. The need for purchasing strategies to promote increased financial contributions from industry was also recognised. One such strategy was a leverage arrangement with the mining industry, whereby both public and mining industry funds were used for training at Australian Qualifications Framework levels 2, 3 and 4. This will encourage industry to use Training Packages.

Meeting the needs of small business

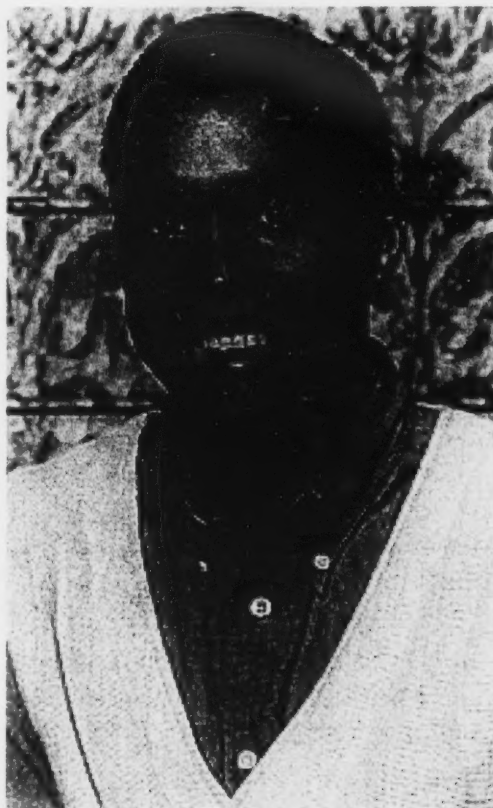
In 1999, competitively purchased training was used to increase vocational education and training by small business. Research indicated that people in small businesses don't want full qualifications, but want training that meets their specific needs. Registered training organisations offered parts of courses, or Training Packages, that best met the needs of small business. In 1999, small business was provided with:

- 8,580 annual hours curriculum in retail management
- 60,410 annual hours curriculum in general management skills
- 28,120 annual hours curriculum in financial management.

The Certificate IV in Small Business Management was very popular in 1999, with a total of 542,627 hours of this course delivered throughout the year.

In the *Resource Priorities Document 2000-2002* (prepared in 1999), initiatives to support small business included:

- skills audits (undertaken as part of the training program) to help small business recognise and understand the training required, and how to get suitable training
- flexible work-based training and assessment
- action learning opportunities
- ongoing support by providers, and follow-up training.



David Wenitong - Aboriginal and Torres Strait Islander Student of the Year Queensland.

6. PROVIDING GREATER OPPORTUNITIES AND IMPROVED OUTCOMES FOR UNDER-REPRESENTED CLIENTS

Queensland has a range of programs to provide greater opportunities and improved outcomes for clients that are under-represented in the training system.

There are targets of 5% participation for Indigenous people, people with disabilities and people from a non-English speaking background under the public sector employment component of the Breaking the Unemployment Cycle Initiative. These targets were achieved and well-exceeded in the case of Indigenous people.

The Community Jobs Plan, and Community Assistance Programs, have also helped increase the number of under-represented groups that can do training in their community.

In 1999, 362,506 annual hours curriculum were purchased to provide pre-apprenticeship and pre-traineeship training to people disadvantaged in the labour market. Also, 211,855 annual hours curriculum were purchased to provide training for Indigenous Queenslanders, and a total of 42,875 annual hours curriculum were provided for people with a disability.

Improving outcomes for under-represented clients

Queensland's advisory committees were involved in initiatives to improve outcomes for the client groups they support.

Nagi Binanga was involved in the allocation of:

- ANTA infrastructure funds for the establishment of four Aboriginal and Torres Strait Islander skills centres in Queensland
- 400,000 annual hours curriculum for Aboriginal and Torres Strait Islander training in Queensland
- funding to provide literacy services to Indigenous peoples in corrective institutions

- marketing of the Certificate II in Essential Services (Aboriginal and Torres Strait Islander) to remote communities.

Queensland's Community Training Identification Project resulted in the development of community training plans for nine communities. To improve community involvement in training, the plan identified the need for:

- marketing, promotion and provision of information to specific communities
- mentoring and support
- the linking of advocacy agencies, support agencies and registered training organisations.

Recommendations from the community training plans will be integrated into the vocational education and training planning and marketing strategy for equity target groups in Queensland.

In 1999, the ACE Advisory Committee:

- developed a workplan
- developed a model for consultation, to identify and map the Queensland adult community education sector
- supported the 1999 Adult Learners Week
- identified training needs for the ACE sector as a contribution to the Queensland annual vocational education and training plan.

The Adult Community Education Vocational Education and Training Program offers vocational education and training for people who have left school but who want further learning opportunities and Australian Qualifications Framework qualifications. In 1999, funding of \$1m was allocated to rural and remote community organisations registered as training organisations, or in partnership with registered training organisations. \$0.7m was allocated to metropolitan community organisations. These organisations awarded certificates I to IV (which lead to further vocational training, and to employment).

Initiatives for women

In 1999, a range of programs were run, to increase the number of Queensland women doing vocational education and training. These programs supported the Access and Equity Policy for the Vocational Education and Training System, and the National Women's Vocational Education & Training Strategy.

In 1999, the Wider Opportunities for Women Program provided career information to women, employers and schools about job opportunities for women in non-traditional areas of work, particularly trades. Funding of \$200,000 was provided for the program in 1999.

The Women Reentering the Workforce Program was allocated \$200,000 to help women reentering the workforce to do vocational education and training. The program delivered a nationally-recognised course to women in 42 regional locations, through the Queensland Open Learning Network.

The number of women training for a Certificate III increased, primarily in architecture, building, land and marine resources, animal husbandry, law and legal studies, services, hospitality, transport, veterinary science and animal care - as shown in the table below.

Table 1.4: WOMEN UNDERTAKING VOCATIONAL EDUCATION AND TRAINING IN SELECTED INDUSTRY AREAS

Field of study	1998	1999	Variance	% inc. / dec.
FIELD OF STUDY	572	608	36	5.92
Architecture, building	6,402	7,068	666	9.42
Arts, humanities and social sciences	32,094	32,351	257	0.79
Business, administration, economics	7,208	6,728	-480	-7.13
Engineering, surveying	15,744	16,191	447	2.76
Health, community services	1024	1142	118	10.33
Land and marine resources, animal husbandry	1028	1286	258	20.06
Law, legal studies	2,307	3,244	937	28.88
Science	6,277	9,010	2,733	30.33
Services, hospitality, transportation	1376	1627	251	15.43
TAFE multi-field education	171	383	212	55.35
Veterinary science, animal care	74,203	79,638	5,435	6.82
Total	150,404	161,275	10,870	6.74

Initiatives for Aboriginal and Torres Strait Islander peoples'

Between 1998 and 1999, Indigenous apprenticeship commencements increased by about 70%, and the number of completions also increased. Indigenous traineeship commencements remained static at about 550 per year, but indigenous traineeship completions have increased in recent years. The following tables give the numbers.

Table 1.5: COMMENCEMENTS BY INDIGENOUS PEOPLE

Type of training	1998	1999
Apprenticeships	217	373
Trainees	543	548
Totals	760	921

Table 1.6: COMPLETIONS BY INDIGENOUS PEOPLE

Type of training	1998	1999
Apprenticeships	2	28
Trainees	103	182
Totals	105	210

These increases can be attributed to many factors including:

- greater awareness in the general community, including industries such as the mining industry, of the need to provide indigenous youth with job opportunities that include structured training
- promotion of these opportunities to Indigenous communities by schools and TAFE through programs such as the Vocational Occupational Careers Aspirations Learning Program run by Mount Isa Institute of TAFE. This program provides Indigenous youth with industry visits, Indigenous guest speakers and activities to build self-esteem.

While these programs and activities are starting to improve the participation of, and outcomes

for, Indigenous Queenslanders, much more remains to be achieved.

Participation rates for Indigenous Queenslanders in Certificate III to Advanced Diploma courses increased between 1998 and 1999. For Certificate III, participation increased by 42%, for Certificate IV by 34%, for a Diploma by 1% and for an Advanced Diploma by 10%. However, completion rates for Aboriginal and Torres Strait Islanders in 1999 only increased for Certificates III and IV. Outcome rates for a Diploma decreased by 16% and for an Advanced Diploma by 13%. The tables below show the numbers.

These figures indicate that while access strategies are working, greater attention is needed on supporting Indigenous students to successfully complete their studies for all types of qualifications.

Table 1.7: PARTICIPATION RATES FOR ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES', CERTIFICATE III UPWARDS

Qualification	1998	1999	% increase (decrease)
Certificate III	2,507	3,560	42
Certificate IV	2,065	2,777	34
Diploma	1492	1511	1
Advanced Diploma	256	282	10

Table 1.8: COMPLETIONS BY ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES', CERTIFICATE III UPWARDS

Qualification	1998	1999	% increase (decrease)
Certificate III	749	1520	103
Certificate IV	1079	1398	30
Diploma	820	687	-16
Advanced Diploma	149	130	-13

Initiatives for people with a disability

In 1999, activities to increase the participation of people with a disability included:

- an evaluation of the effectiveness and inclusiveness of Training Packages for people with a disability, initiated by the Vocational Education and Training Disability Reference Committee
- the allocation of \$1.98m to training providers for vocational education and training for about 575 students who have a disability and who have high support needs
- the loan of adaptive equipment, and personal support services, by the Disability Support Service to students with a disability (including off-the-job support to apprentices and trainees). The service supported 169 students in 1999

- \$600,000 funding to TAFE Queensland for personal support services for students with a disability. TAFE Queensland institutes also have disability services officers to support people with a disability doing vocational education and training.

Between 1998 and 1999, apprenticeship commencements increased for people with a disability. Traineeship commencements were down, however, as was the experience across the board in Queensland. Completions of both apprenticeships and traineeships increased for people with a disability between 1998 and 1999. The following table gives the figures.

Table 1.9: COMMENCEMENTS BY PEOPLE WITH A DISABILITY

Type of training	1998	1999
Apprenticeships	503	796
Trainees	713	672
Totals	1216	1468

The decrease in traineeship commencements can be attributed to the State Government's commitment to quality outcomes and the implementation of the recommendations of the Schofield Report. The current statistics are a more accurate reflection of traineeships where the parties have made a genuine commitment to structured training.

Table 1.10: COMPLETIONS BY PEOPLE WITH A DISABILITY

Type of training	1998	1999
Apprenticeships	7	38
Trainees	99	308
Totals	106	346

As the following table shows, there was an increase in the number of people with a disability training toward a Certificate III and above.

Table 1.11: PARTICIPATION RATES FOR PEOPLE WITH A DISABILITY

Qualification	1998	1999	% increase
Certificate III	2,034	2,256	1.11
Certificate IV	863	870	1.01
Diploma	862	967	1.12
Advanced Diploma	207	215	1.04
Totals	3,966	4,308	

Under-represented clients and group training

As the table below shows, there was an increase in apprenticeship and traineeship commencements for client groups training through group training schemes, including group schemes funded under Commonwealth and State Joint Policy.

Table 1.12: PARTICIPATION RATES FOR UNDER-REPRESENTED GROUPS

Client group	1998	1999	% increase
Aboriginal & Torres Strait Islander peoples*	351	435	23.9
People with a disability	499	844	69.1
People from ethnic backgrounds	103	121	17.5
Women	2,065	2,773	34.3

7. GROWTH THROUGH EFFICIENCIES

Growth derived through efficiencies

Queensland has prepared, implemented and reported against growth through efficiency plans for the first two years of the funding triennium. In 1998, Queensland reported an efficiency improvement over 1997 of 9.7%, and is currently on track to achieve an efficiency improvement of 14.3% over 1997 in 2000.

Part of this improvement is due to the inclusion of fully on-the-job traineeships. This is a relatively low-cost training activity that grew considerably in 1998 in response to targeted subsidies.

Queensland plans to achieve efficiencies through:

- a further expansion of technological infrastructure
- the revitalisation of TAFE, including investment in staff, product and system improvement initiatives, additional delivery and capital infrastructure
- ongoing development of the apprenticeship and traineeship system.

Infrastructure Program review

In general, the recommendations from the review of the National Infrastructure Program were adopted in Queensland in 1999. Significant work was done to develop Queensland's technology-based and physical training infrastructure. There was also a shift in the implementation of the Skills Centre program, in line with the review of the program's Aboriginal and Torres Strait Islander facilities component, and with the Skill Centres for School Students review.

Strategic infrastructure management at the whole-of-government level was adopted in 1999, with the department using strategic management tools to manage TAFE facilities. Some advance work was done on benchmarking and on establishing performance measures. A substantial program of asset disposal was commenced, with the major portion of proceeds to be reinvested in the vocational education and training system. Capital charging was implemented, and strategies for applying capital charges to leverage asset performance were commenced. Performance data was used to allocate several grants, and to allocate capital charging offsets.

Redevelopment of the TAFE Queensland infrastructure started in 1999, with an emphasis on refurbishing or disposing of older stock. Flexible, accessible facilities will be provided, that allow training to be done in a variety of ways, and that involve industry and the community.

In 1999, several institutes started long-term physical asset plans, identifying facilities to be retained and redeveloped, and poorly-used facilities and sites that can be consolidated or disposed of. About \$310,000 was spent on planning. An estimated \$35m will be realised from property disposals in the next four years; an estimated \$32m will be available for reinvestment.

In 1999, old buildings at Bracken Ridge (North Point Institute) were extensively refurbished. Renovations started at Southbank Institute, and facilities were refurbished at Cairns, Dalby, Bundaberg, Hervey Bay, Mt Gravatt, Rockhampton and Ithaca. Teaching and training facilities, and student accommodation, at the State's rural and agricultural colleges

were upgraded. A refurbishment project is under way at the Australian College of Tropical Agriculture (Clare Campus). In all, \$14m of refurbishment and minor works was done. All projects are funded to provide access for people with a disability.

About \$9m was invested in new facility construction during the year. Projects included the new Ingham campus, the Chinchilla and Redcliffe campuses, a carpentry and joinery facility at Nambour, new dormitories at the Longreach Agricultural College, engineering facilities at the Dalby Agricultural College, and an engineering centre at Rockhampton. Other investments included \$83,000 for disability adaptive equipment to support the entry of people with a disability into training programs; \$4m for new TAFE-wide training equipment purchases; and \$6m for skill centres.

The total investment in capital infrastructure for 1999 was almost \$48m.



Dentoway - Small Employer of the Year.

Implementation of key performance measures

In 1999, Queensland developed and started implementing transitional arrangements in preparation for the implementation of key performance measures. Queensland has been active in the development of the national key performance measure methodology, particularly for key performance measures 1, 2 and 8. At the State level, Queensland improved the administration of the national student outcome survey, with regard to private provider and privacy issues.

Queensland continued to make changes to allow for data collection around the key performance measures, for the identification of the qualification for which a student is eligible, and for the use of Training Packages.

Queensland continued to emphasise the correct identification of student demographic information, so as to improve the accuracy of reporting against key performance measures 3 and 5.

PLANS FOR THE FUTURE

Vocational education and training strategy

In 2000, Queensland will develop a strategy to set the direction for the Queensland training system, and provide a framework for the provision of training. The strategy will further implement the National Training Framework and support the Queensland Government's priority of providing jobs for, and skilling, Queenslanders. In particular, the strategy will:

- improve Queensland's skills and capabilities to support regional and economic development
- increase the focus on information and communications technology skills and capabilities
- increase the quality of vocational education and training

- increase investment in training, including strengthen industry and community responsibility for, and ownership of, training
- build new pathways
- strengthen Queensland's training network.

Review of the *Vocational Education, Training and Employment Act 1991* and preparation of the Training and Employment Bill 1999

Since the enactment of the *Vocational Education, Training and Employment Act 1991*, there have been major changes to the training system, including the introduction of the Australian Qualifications Framework, the National Training Framework and Training Packages. In addition, the recent Independent Investigation into the Quality of Training in Queensland's Traineeship System identified a number of legislative changes required to strengthen the training system.

As a result, there is an urgent need to revise and renew the legislation. Accordingly, changes will be made in 2000 to ensure that the legislation reflects the current system and can accommodate future changes. Specifically:

- overlapping and duplicated statutory structures will be reformed
- apprenticeship and traineeship regulation will be streamlined
- arrangements for the registration of training organisations and the accreditation of courses will be modernised, in accordance with the Australian Recognition Framework and the Australian Qualifications Framework
- a more effective appeal process will be provided
- the current structure of TAFE and its advisory councils will be reflected
- the provisions of the *Vocational Education and Training (Industry Placement) Act 1992* will be integrated.

The Bill will also establish the Apprenticeship and Traineeship Ombudsman.

Resourcing strategy for Queensland vocational education and training

In 2000, Queensland will introduce a resourcing strategy for vocational education and training, to align purchasing strategies with the specific needs of training market segments. This will involve determining the key purpose of each major purchasing strategy (TAFE direct grant, competitive purchasing, user choice or other means) and aligning it to the needs of the training market. For example, the Competitive Purchasing Program will be used to purchase training in areas that are government priorities. The special needs of specific market segments will also be addressed by ensuring the purchasing strategy delivers the desired training outcomes. The new State Government Purchasing Policy will be used to support local needs, especially in thin markets.

Regional pilots

As well as the initiatives detailed above, Queensland will also pilot a Community Training Partnerships initiative that links the purchasing of training, and training services, with regional economies and social development. Regional offices will nominate projects to fill training gaps identified by community networks, or by local or regional development plans. Funding will be provided directly to regions to conduct pilot projects. Pilots will provide opportunities for local people to do training that would not otherwise be available, and that will lead to sustainable employment.

Introduction

The *Vocational Education, Employment and Training (VEET) Act 1994* is the legal basis in South Australia for the national vocational education and training system. The legislation complements the Commonwealth's *Australian National Training Authority Act 1992*, and subsequent agreements.

The Act fulfils the State's obligations within the national system to recognise and fund training, and gives industry a leadership role. The Act establishes the roles, functions and responsibilities of:

- the Minister for Education, Children's Services and Training as the State training agency in South Australia
- the Vocational Education, Employment and Training Board
- the Accreditation and Registration Council
- the Adult Community Education Council.

The Act also provides for:

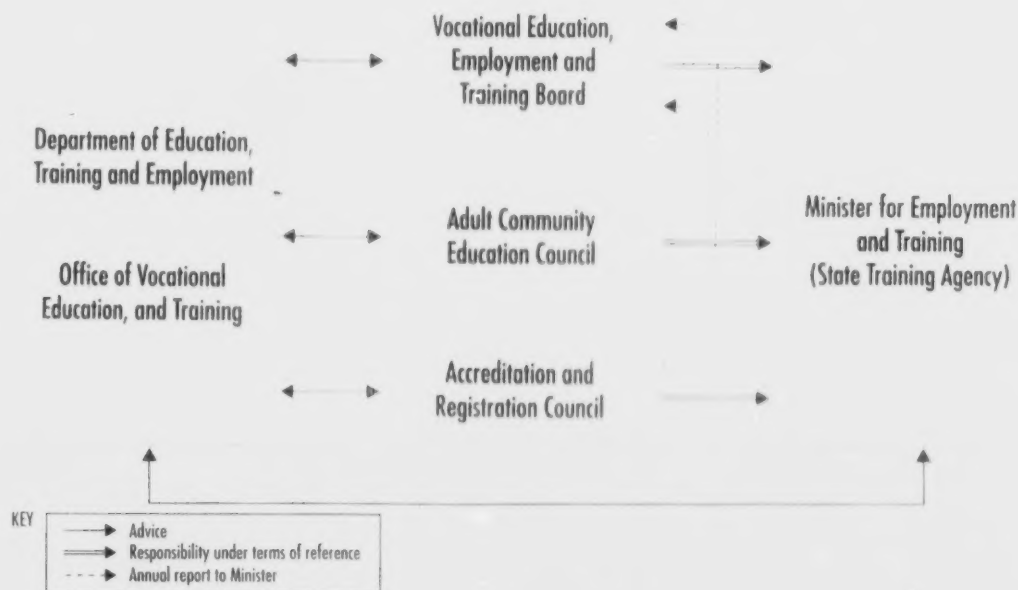
- the recognition of training, including the registration of training organisations and the accreditation of courses
- the operation of apprenticeship and traineeship training in South Australia
- advice on policy and public funding of adult community education.

In fulfilling their obligations under the Act, the board and councils work together with stakeholders to inform and advise the (now) Minister for Employment and Training on vocational and adult community education and training issues.

Stakeholders include industry training advisory boards, regional development boards, other government agencies and advisory bodies, employer and employee bodies, enterprises, peak equity bodies, community groups, registered training organisations, skill centres, group training schemes, adult community education providers, schools and students.

Figure 2 shows the main bodies, and the relationships between them, in the vocational and adult community education and training system in South Australia.

Figure 2: RELATIONSHIPS AND STRUCTURES IN SOUTH AUSTRALIA



Review of the Vocational Education, Employment and Training Act

In late 1998, the Minister of Education, Children's Services and Training announced a review of the Vocational Education, Employment and Training Act. The review was prompted by changes in national training policy to promote quality, portability of qualifications and apprenticeships. Also, a Commonwealth-State agreement required that all legislation be reviewed, to ensure it complied with national competition policy.

A discussion paper titled *Learning for Work and Life: A Review of the Vocational Education, Employment and Training Act (1994)* was widely circulated in the community. The paper identified issues raised during the consultation phase of the review, and it proposed changes to the Act. Consultations on these proposals are expected to be completed by mid-April 2000, with a report on the outcomes to be completed by mid-2000.

Office of Vocational Education and Training

In June, the Office of Vocational Education and Training was formed, bringing together various vocational education and training resources of the Department of Education, Training and Employment. This better integrates the planning and management of vocational education and training in South Australia, and will save money that can be put into more services for clients.

The restructure occurred against a background of increased devolution of decision-making to the TAFE institutes. While the office will coordinate a single strategic plan for vocational education and training, institutes will have their own operational plans, and institute councils and directors will have greater autonomy. The office's main link with institutes of TAFE will be as a purchaser of training.

The Office of Vocational Education and Training's main roles are planning and policy formation, regulation, quality assurance and contract management.

State Strategic Plan for Vocational Education and Training, 1998-2000

The State Strategic Plan for Vocational Education and Training 1998-2000 brings together national and State Government priorities and the training needs of industry, regions and the community, to inform the mix and level of publicly-funded training required to achieve the State's social and economic goals.

During 1999, the 2000 update to the plan was developed. It is the second of two annual updates to the plan, and informed vocational education and training stakeholders about the planned shifts in training activity for 2000, and South Australia's responses to the 2000 annual national priorities.

1. IMPLEMENTING NEW APPRENTICESHIPS

In 1999, New Apprenticeships arrangements in South Australia were expanded and pathways enhanced. Growth in apprenticeship and traineeship numbers in South Australia has been very high, indicating wide acceptance of the new pathways to work and training by industry, enterprises and young people. Apprenticeship commencements in South Australia increased from 8,142 in 1997 to 19,101 in 1999, an increase of 135%.

The increases are attributed to:

- more flexible arrangements through New Apprenticeships and Training Packages
- the introduction of user choice, by which employers and employees can choose which training provider they will use
- more occupations being available for apprenticeship training

- close cooperation with New Apprenticeships centres
- (Commonwealth) employer subsidies
- the State Government 's own recruitment of trainees
- opportunities for existing workers to do New Apprenticeships, for part time apprenticeships, and for apprenticeships concurrent with school studies.

The review of the *Vocational Education, Employment and Training Act 1994* will include amendments to accommodate, among other things, the implementation of Training Packages and New Apprenticeships.

Training Packages

In 1999, South Australia made significant progress with the implementation of Training Packages, establishing more Training Packages than any other State. By the end of 1999, New Apprenticeships pathways had been approved

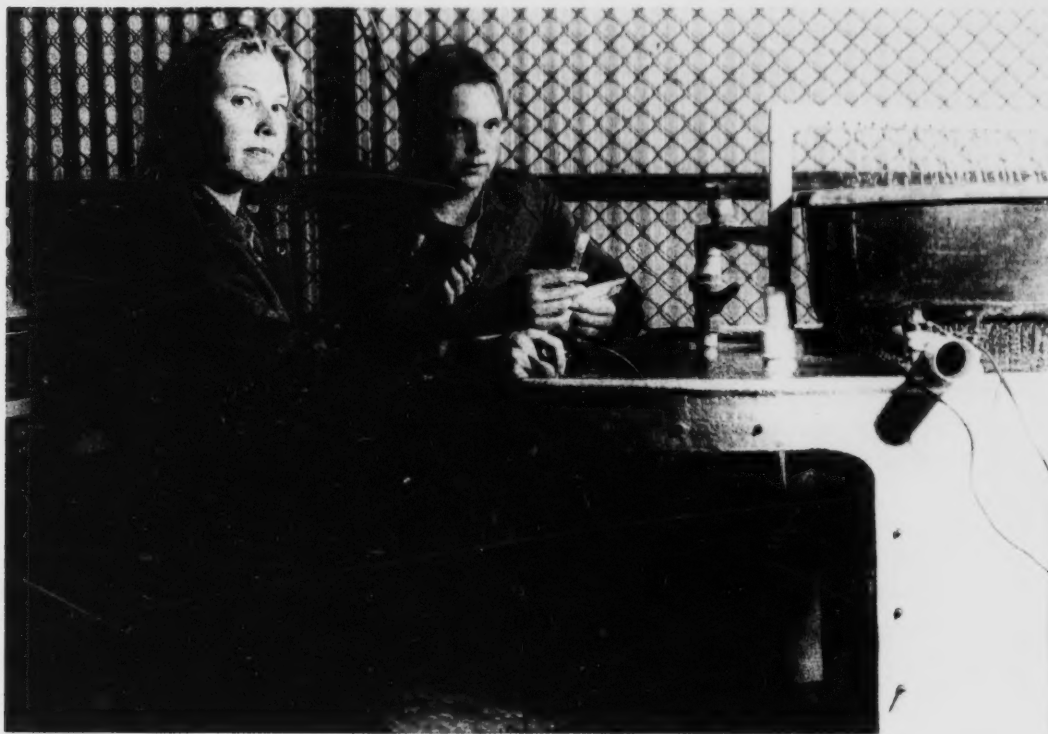
for most qualifications in 47 Training Packages, and some Training Packages were being reviewed. This has greatly expanded the number of qualifications available as New Apprenticeships.

In addition, an implementation guide was prepared for each Training Package and distributed to all New Apprenticeships centres and relevant recognised training organisations.

South Australia and the Australian Capital Territory were the only two States and Territories to comply with the agreement to implement by 1 July 1999 the full range of Training Packages approved by the National Training Framework Committee.

Industrial relations

During 1999, work continued on developing arrangements for part-time apprenticeships and traineeships, and on increasing the range of New Apprenticeships available. Industrial



Students in aquaculture course.

issues were resolved with the help of the South Australian Employers' Chamber of Commerce and Industry. More State awards and enterprise agreements now provide for part-time apprenticeships. In 1998, there were two areas of part-time apprenticeships. As of March 2000, there were nine areas, with a number of others being progressed.

New Apprenticeships in schools

In 1999, the target of a 90% increase in New Apprenticeships in schools over 1998 levels was achieved. 165 students were enrolled in school-based apprenticeships in engineering, commercial cookery, farm work and horse racing, retail management and service station operations.

Group training arrangements

The targeted 15% increase for the year in the number of training contracts under group training arrangements was achieved by 30 June 1999.

Increased training contracts

In 1999, the number of contracts of training for traineeships and apprenticeships managed by the department continued to grow. The contracts registered in 1999 showed that commencements grew by about 3,000 to 19,101, exceeding the target of 12,500 commencements for 1999. Much of this growth came from the Regional Apprenticeship Program, group training companies and the Public Sector Traineeship Program.

The estimated number of new apprentices who successfully completed their contracts of training in 1999 is 7,900, an increase of 52%.

As at December 1999, there were 206 declared vocations available to apprentices and trainees under a contract of training. 39 new declared vocations were approved by the Minister in 1999.

Small Business Employer Incentive Scheme

The Small Business Employer Incentive Scheme offers small businesses financial

incentives to hire new trainees or apprentices. At the close of 1999, there were 4,186 apprentices and trainees employed in small businesses, two thirds more than the target of 2,500 places set for 1999.

2. ACHIEVING DIVERSITY AND FLEXIBILITY TO MEET CLIENTS' NEEDS

In 1999, client access to a broader range of providers, and other user choice arrangements, were extended. Policy frameworks and implementation mechanisms are continually monitored, reviewed and modified to improve client access to vocational education and training. Promotional campaigns are undertaken regularly so that all clients are informed about their training options.

Increase in contestable funds

In 1999, funds allocated on a contestable basis to registered training organisations increased to \$41.4m, exceeding the target. The funds are made available to registered training organisations through user choice arrangements, and programs under the Open Training Market Strategy.

Support to registered training organisations

As of December 1999, there were 675 training organisations registered to deliver training in South Australia: 317 have South Australia as their primary State of recognition. The remaining 359 registered training organisations are recognised in South Australia under mutual recognition arrangements.

Contestable funds are made available to registered training organisations through a range of initiatives under user choice and the Open Training Market Strategy. Several open training market programs put a strong emphasis on upskilling, retraining and counter-redundancy training for the State's existing

workforce. This has been effective, particularly in regional South Australia. In other open training market programs, vocational training is provided to people from under-represented groups who want to enter (or reenter) the workforce. The table below shows the programs that make up the Open Training Market Strategy.

Table 2.1: OPEN TRAINING MARKET STRATEGY PROGRAMS, 1999

Open training market program	Budget (\$)	Total accredited hours delivered	Number of participants
General Tender Program	2,900,000	423,097*	4,730
New Apprenticeships Access Program (funded by the department)	731,220	NA	391
ANTA Designated Literacy Funds	291,110	48,007*	367
Preferred Provider Program	2,400,000	332,555*	2494
Ticket to Training	200,000	51,857**	655
Strategic Development Program	1,500,000	201,382*	770
Regional Training in the Year 2000 Program	1,600,000	226 870*	600

*actual hours

** nominal hours

User choice

During 1999, 169 user choice funding agreements for off-the-job and on-the-job training were made with registered training organisations. This was a 43% increase for the year.

This expansion resulted from the increased experience of users, the provision of information and assistance, the implementation of sound policy and procedures, the marketing skills of registered training organisations, and the quality and level of service they have to offer.

As was the case in 1998, user choice policy and procedures were further fine-tuned in 1999 to ensure the continuous improvement in New Apprenticeships in South Australia.

In 1999, the budget for user choice was \$35m, which delivered 5.8m accredited hours of training.

Communications

In 1999, regular workshops about registration and quality endorsed training organisation requirements were run. As well, there were scheduled sessions on flexible delivery, recognition of prior learning, meeting client and industry needs (in particular, diverse training needs), New Apprenticeships, assessment record keeping systems and other topics.

A contract of training booklet, updated to reflect the New Apprenticeships arrangements, was widely distributed.



Chair, Deputy Chair of the Vocational Education, Employment and Training Board, and the Chair of the Adult Community Education Council on regional visit to the South East.

On-the-job training

In 1999, on-the-job traineeships in office administration and small business were reviewed, through the Office of Vocational Education and Training, Office of Employment and Youth and the National Centre for Vocational Education and Research. The South Australian project assessed both compliance with, and the effectiveness of, the quality assurance arrangements for the delivery of on-job traineeships. The review focused on the small business, clerical processing (general office) and clerical processing (office administration) traineeships. These traineeships currently have the highest take-up rates of all the on-the-job traineeships offered in South Australia.

The review found that employers, trainees and registered training organisation mentors

generally valued on-the-job traineeships, and that the quality assurance mechanisms are operating effectively in South Australia. The department will further improve information provision, quality assurance policies and processes, training and assessment strategies, the roles and responsibilities of trainees, registered training organisations and employers (particularly their 'capacity to train'), and record keeping practices.

Partnership arrangement

During 1999, initiatives undertaken to support partnership arrangements between vocational education and training, and other education institutions included:

- Tertiary Education Week (with the theme A taste of TAFE) for students, teachers and parents, in August 1999. Students received information about career opportunities, student pathways and course selection criteria. For teachers, the week's focus was on vocational education and training in South Australian Certificate of Education arrangements
- agreement was reached between TAFE institutes and the University of Adelaide to cross-credit courses. This will further increase the number of TAFE graduates who continue their studies at university, and will encourage more university graduates to consider strengthening their career prospects by gaining a vocational qualification
- a review of tertiary music education and training, commissioned jointly by the department and the University of Adelaide, recommended bringing together the Flinders Street School of Music and Elder Conservatorium
- a Diploma in Rural Enterprise Management was jointly developed by the University of Adelaide's Roseworthy campus and TAFE, in response to demands for graduates in agricultural production and agribusiness

- Adelaide Institute of TAFE arranged to deliver the Edith Cowan University's Bachelor of Business Marketing
- the OnFX consortium was formed between Douglas Mawson Institute of TAFE and a group of interstate universities and TAFE institutes, to develop and deliver online courses for the light manufacturing, printing and graphic arts industries
- Onkaparinga Institute of TAFE signed a memorandum of understanding with Swinburne University of Technology (TAFE Division) to cooperate in a variety of areas
- University of Adelaide and Regency Institute of TAFE developed a Bachelor of Food Technology, to be offered jointly
- South East Institute of TAFE and UniSA agreed to provide facilities for the University's Bachelor of Nursing, to be provided in the South East
- Spencer Institute of TAFE renegotiated a three-year contract with Flinders University, for collaboration in the provision of aquaculture courses
- the Adult Learners in Schools Project brought adult and older learners into school-based activities to promote three-way learning between school children, staff and the community.

Online learning and delivery

South Australia is a leader in vocational education and training via the internet, providing online learning, assessments, support and access to global information. Some 200 TAFE subjects are available online, with over 5,000 students doing online training in South Australia. For example, Regency Institute of TAFE (through the International College of Hotel Management) is developing internet-based courses in hospitality. Twelve students are presently training for a Bachelor of International Hotel

Management online: one student lives in Beijing, China.

A TAFE Online Expo was held in July 1999 by TAFE's Learning Systems and Resources Standing Committee. The expo showcases some of the latest developments in learning resources.

Information technology education in the community continued to be a high priority for the adult community education sector in 1999. The Adult Community Education Council, in partnership with Youth SA and Interact New Media developed an educational resource comprising an interactive CD, video and booklet about the internet. These products will be used during 2000 in a program titled *The Net works with You*, which will conduct internet awareness sessions in rural South Australian communities.

The *More Insite* CD was awarded the Best Training CD Award at the 1999 National Multimedia Awards in Queensland.

Vocational education and training in schools

In 1999, the number of school students doing vocational education and training programs increased from 8,907 students in 1998 to 12,046.

Two important initiatives provided more flexible pathways for secondary students, and increased participation, retention, training and further education rates. They were:

- the State Government's Employment Statement, released in May 1999. It included a Vocational Education in Schools Strategy, to build on the achievements of the Ready, Set, Go Program
- the Windsor Gardens Vocational College, which began operations in 1999, worked closely with local industries and with the Torrens Valley Institute of TAFE to develop programs to equip young people with industry-recognised skills, and thus maximise their job opportunities.

During 1999, a second vocational college, the Southern Vocational College, was planned for 2000. The college will be located at Christies Beach High School and will extend the range of vocational education programs available in the southern suburbs of Adelaide by coordinating the delivery of vocational education to 8,000 students in eight local secondary schools. Courses on offer will range from construction and manufacturing through to community services, hospitality, tourism and information technology.

In 1999, the department established Australia's first Enterprise and Vocational Education Project Team. It plans to develop closer links between industry, small business and education, and to support young South Australians in their transition from school to work.

The department administers the distribution of vocational education and training in schools funds to the three school sectors, in accordance with the ANTA Ministerial Council guidelines.

In 1999, the number of year 11 and 12 students doing vocational education and training increased to 12,046 (an increase of 35% for the year). The average hours spent in off-the-job training increased by 61%.

Skill centres

In 1999, skill centres were expanded, in collaboration with the Commonwealth Government and industry partners. Two new school-based skills centres were established at Willunga High School and Trinity College, Gawler to help school students gain vocational skills for future employment.

3. IMPROVING LANGUAGE, LITERACY AND NUMERACY SKILLS

In 1999, Adelaide Institute of TAFE was selected by international tender to provide a three-month program of English language and legal studies for senior officials of the Vietnam National Assembly seeking to develop the market orientation of Vietnam's economy.

Delegations investigating language, literacy and numeracy issues visited from China, Japan, India, Kenya and Sri Lanka.

Support was provided to several industry training advisory boards for improved recognition of literacy, language and numeracy needs in their industry training plans for 2000-2002. Improvements were noted in several industry training plans, particularly that of the Agriculture and Horticulture Training Council.

A whole-of-department literacy and numeracy strategy is being developed. It will include a planning guide for vocational education and training. The strategy will cover pre-school, schools and the vocational education and training system. It will be launched in mid-2000.

4. IMPLEMENTING THE NATIONAL TRAINING FRAMEWORK

South Australia is working with other States and Territories, ANTA and the Commonwealth to ensure consistency in the implementation of the National Training Framework.

Quality assurance

South Australia acts to ensure the quality of its vocational education and training system. Quality assurance processes consistent with the requirements of the Australian Recognition Framework are vigorously implemented. All South Australian registered training organisations have met the new national requirements. Regular audits are conducted to ensure compliance and to evaluate outcomes. These quality arrangements mean that any problems arising in the normal course of events will be picked up and fixed.

By the end of 1999, two private providers had achieved quality endorsed training organisation status (in addition to the eight TAFE institutes that achieved that status in 1998). In 1999, 185 South Australian registered training organisations were audited for compliance with national registration standards.

Professional development programs

The Office of Vocational Education and Training conducts a comprehensive professional development program to ensure registered training organisations are adequately prepared to implement Training Packages. In 1999, the office worked with industry training advisory boards and registered training organisations to smooth the transition from accredited courses to Training Package qualifications. An implementation guide was prepared for each Training Package and distributed to all New Apprenticeships centres and relevant recognised training organisations. It is also available at www.tafe.sa.edu.au/vet_div/trb/newapprentices/.

The 1999 review of on-the-job traineeships referred to previously indicated that quality assurance mechanisms are operating effectively in South Australia.

Framing the Future

This national project was initiated by ANTA to support people in the vocational education and



Horticultural students getting some hands on experience.

training system who implement the National Training Framework. This project is now in its third year, and has been managed by South Australia since March 1997.

Improved articulation

During 1999, vocational education and training in schools agreements and vocational education and training / university arrangements were further refined and developed, to allow for better articulation within post-compulsory education and training.

An operations manual and website (at www.tafe.sa.edu.au/vet_div/irsi/VISA/) were produced to streamline vocational education and training in schools processes. 81.7% of public, independent and Catholic schools had a vocational education and training in schools agreement, about 7% more than at the beginning of 1999.

Quality of vocational education and training in South Australia

The high quality of the South Australian vocational education and training system is widely recognised. Visits by interstate and international delegations attest to this. South Australian students, educators, trainers and service providers win national and international recognition for excellence and innovation. Some examples are the winning by South Australian TAFE institutes of international tenders for offshore courses, visiting fellows and delegations and the success by Adelaide Institute of TAFE in literacy, language and numeracy areas which has already been described.

The excellence of South Australia's vocational education and training was once again recognised in 1999 at the National Training Awards. Spencer Institute of TAFE (jointly with Wide Bay Institute of TAFE [Queensland]) won the Training Provider of the Year Award. Spencer Institute was recognised particularly for its innovative support services for its 11,000 students, most of whom live in remote and isolated areas.

The locally developed *More Insite* internet CD (referred to previously) was the winner of the Best Training Product category of the 1999 Australian Interactive Multimedia Industry Association Awards.

National surveys also attest to student and employer satisfaction with the vocational education and training system in South Australia.

Student satisfaction

Results from the *1999 Student Outcomes Survey* by the National Centre for Vocational Education Research shows that for TAFE in South Australia:

- 90.7% of graduates were employed or doing further training after their course, compared with 87.7% nationally
- 81.4% of graduates claimed they achieved, or partially achieved, their main reasons for doing their course, compared with 79.4% nationally
- 80.6% of graduates were employed after their course, compared with 72.8% nationally
- 56.9% of graduates who were unemployed before their course found work after completing it, compared with 47.4% nationally.

Employer satisfaction

Results from the *1999 Survey of Employer Views on Vocational Education and Training* by the National Centre for Vocational Education and Training showed for South Australia:

- 87% of employers were very satisfied or satisfied with the vocational education and training system, compared with 83% nationally
- 72% of employers agreed or strongly agreed that training pays for itself through increased worker productivity, compared with 74% nationally

- 62% of employers agreed or strongly agreed that the vocational education and training system is providing graduates with skills appropriate to employers' needs, compared to 69% nationally.

South Australia's 1999 survey performance reinforces the good results achieved in previous surveys of both employers and students.

5. INCREASING INDUSTRY INVESTMENT IN TRAINING

Skills audits

In 1999, to help the State Government with workforce planning, the Office of Vocational Education and Training, in cooperation with the Department of Industry and Trade, conducted skills audits in the key State government industry sectors of automotive, electronics and defence industries. The first phase of the process manufacturing audit was completed, and the second phase is under way. The skills audit of transport logistics has started.

Joint industry and government strategies to address the identified skill shortage areas are being considered.

Upskill SA

Upskill SA is an arrangement between State government agencies and private sector contractors to increase training and employment opportunities for young South Australians through formal traineeships and apprenticeships in skill shortage areas. Upskill SA requires that all State government contracts with an estimated minimum value of \$500,000 (as well as some contracts between \$100,000 and \$500,000) devote 10% of the labour hours of the contract to trainees or apprentices.

About 40,479 training hours were generated by the program in the six months to the end of September 1999.

Industry training advisory boards

The 2000-2002 performance agreements of the State's industry training advisory boards specify the advocating of a training culture as a key role.

Industry training advisory boards provided advice on industry training priorities through their industry training plans for 2000-2002. Boards also continued to advise industry, training providers and other stakeholders on a wide range of matters relating to the National Training Framework, particularly Training Packages and traineeships.

Boards have also agreed to cooperate in implementing strategies developed under the national marketing strategy, once it is agreed by Commonwealth, State and Territory ministers of vocational education and training.

Small businesses participation in training

Ticket to Training

Ticket to Training is a State Government initiative for small businesses in South Australia, giving them an opportunity to increase specific skills that will benefit their operations. The program provides eligible small businesses with a grant of \$500 to purchase the type of training that best suits their needs, from the training provider of their choice. In 1999, some 800 small businesses were issued with Tickets to Train. A similar level of activity is anticipated in 2000.

Adult Community Education in Small Business Project

This project encourages small businesses to recognise the benefits of training, and to see adult community education providers as a source of useful training. The pilot was trialled in two local government areas in 1999, and will be widely implemented in 2000.

Involvement in statewide initiatives

In 1999, the Small Business Big Future management linked with Business Vision 2010

(a joint effort between the South Australian Government and business leaders) and started developing a ten-year vision and action plans. The project focuses on encouraging the small business sector to become more involved in the development of its own future by identifying and implementing initiatives to accelerate the sector's growth.

Human Resource Advisory Service

The Human Resource Advisory Service provides small business with up to 20 hours of subsidised human resource consultancy services. Human resource consultants are contracted to help small businesses address their particular human resource and employment issues.

In the second half of 1999, 302 businesses around South Australia used the program. The target for the whole year was achieved.

Promoting lifelong learning

The increasing community discussion about lifelong learning for social and economic reasons is also benefiting investment in education and training.

Interest is evident by local government, schools, small businesses and the broader education community, resulting in several initiatives in South Australia. For example, partnerships have been developed between the Centre for Lifelong Learning and Development and the Office of Vocational Education and Training. The Government has established the Centre for Lifelong Learning and Development at Flinders University to promote the development of a skilled workforce and develop the employability of people in the State.

Exemplars of industries with a training culture

Both large and small businesses in South Australia are embracing the training culture as the following examples demonstrate.

Holden: a shop-floor training culture

The company's goal is to remain a key vehicle manufacturer in a competitive global marketplace, and to achieve this by investing in people and technology. As a registered training organisation, Holden trains its own employees. Their training culture is now so ingrained that all new members of production teams are trainees, training for the vehicle industry certificate.

Holden has training partnerships with Regency Institute of TAFE, NASTEC Solutions (another training provider) and Deakin University, as well as a schools program.

In the schools program (conducted with the Northern Adelaide Regional Workplace

Learning Centre), students from 10 local high schools work on the production line as part of their vocational education and training in schools program.

Pro Paint'n Panel: the on-site solution

Pro Paint'n Panel introduced customised on-site training and assessment through Douglas Mawson Institute. The company believes this has reduced the disruption of off-the-job training, and made training more relevant to apprentices. Training is tailored to suit issues confronting the business. The business has grown from a one-person concern to employ 23 people, including four apprentices. It also won the Prime Minister's Small Business of the Year Award.



Students in music computer laboratory.

6. PROVIDING GREATER OPPORTUNITIES AND IMPROVED OUTCOMES FOR UNDER-REPRESENTED CLIENTS

Managing for Equity and Diversity

In 1999, a nationally-accredited training program, Managing for Equity and Diversity, was developed and trialled at Adelaide Institute of TAFE. The program addresses all aspects of access and equity, and delivers the competencies to manage diverse clients and education sectors effectively for equity. The program is a valuable professional development resource for all education sectors.

Increased participation by women

In 1999, the South Australian Women in Vocational Education and Training Strategy - 2000 and Beyond was developed, to build on the momentum created by the previous State strategy (Women in VET, 1997 to 1999), and to reflect changes in the national strategy.

Aboriginal and Torres Strait Islander peoples'

In 1999, a project to identify the amount and nature of training undertaken by Aboriginal and Torres Strait Islander peoples' was started. The project will provide a benchmark against which future performance can be measured, and will identify gaps in current provision and priorities for action. The project will help ministers and the department to respond to the national Aboriginal and Torres Strait Islander strategy Partners in a Learning Culture.

Spencer Institute of TAFE

The institute provides vocational education and training to people in more than 80% of the State's area, and around 80% of its 11,000 students are in isolated or remote areas. Pastoral care arrangements (including formal peer mentoring) ensure that students doing programs flexibly

are never alone, or lost in the system. The institute delivers the State's largest Aboriginal education program, and has customised the delivery of mainstream courses in culturally-appropriate ways, to increase the job prospects of students. The institute also focuses on delivering the skills that industries require.

In 1999, the excellence of the institute's programs was recognised at the ANTA National Training awards, with the award of the Training Provider of the Year Award to Spencer Institute of TAFE (jointly with Wide Bay Institute of TAFE in Queensland).

Statewide Group

In regional South Australia, the group training company Statewide Group brings together employers, training providers and young Indigenous apprentices. Around 10% of Statewide's 400 apprentices and trainees are Indigenous people. The company uses a range of measures to recruit and support Indigenous apprentices and trainees, including a specialist field officer.

Statewide (with a range of training partners) specialises in horticulture. It runs access courses to give would-be apprentices basic skills to prepare them for employment. It takes into account prior learning (as well as personal issues including family support, reliability and punctuality) when recruiting.

People with a disability

A departmental Disability Action Plan is currently being finalised. Guides for registered training organisations (including TAFE institute staff) and students, on rights and responsibilities under the Disability Action Plan, have been prepared and widely disseminated.

A project is under way to identify the participation of people with a disability in vocational education and training in South Australia. The project will identify gaps in provision and determine priorities for action, in keeping with the intentions of the national disability strategy Bridging Pathways.

7. ACHIEVING GREATER EFFICIENCY

Planned growth derived from efficiencies

Unit cost monitoring of efficiency in vocational education and training indicated a continued trend of improved efficiency since 1996. National benchmark figures showed an improvement of 12% for 1998, with an estimated 16% improvement for 1999.

Review of Infrastructure Program

A vocational education and training Infrastructure Strategic Planning Committee was established to address the implications of the outcomes of the review of the Infrastructure Program for the South Australian Capital Development Plan for Vocational Education and Training.

Key performance measures

South Australia is cooperating with national steps to implement the key performance measures, and is making required changes to the collection of data for key performance measures.

PLANS FOR THE FUTURE

Planning targets

Resources are becoming scarcer as the number of apprentices and trainees rises dramatically. The balance between the provision of places for new entrants to the work force (such as school leavers), re-entrants (such as unemployed people), and for people in the workforce who want to upskill, will be further addressed.

Seamless planning

Greater integration of TAFE planning into the whole of vocational education and training planning will be achieved. This will include capitalising on the detailed knowledge of

regional and local needs which exists in TAFE institutes.

Similarly, links to other organisations operating in areas related to that of the State vocational education and training planning agency will be further developed and strengthened. Such bodies include TAFE institute councils, the Centre for Lifelong Learning and Development, the Employment Council and the Regional Development Council.

The vocational education and training system has in recent years been strongly oriented toward recognised (accredited) training. However, research (including that undertaken in the national vocational education and training marketing project) shows that clients do not distinguish between formal and informal learning. Greater consideration needs to be given to the role of adult community education.

Vocational education and training in schools

With vocational education and training in schools a priority for State, Territory and Commonwealth Governments, it is important to more closely integrate planning for vocational education and training in schools, the vocational education and training system and higher education.

Promotion and advocacy

The national project on the marketing of vocational education and training is nearing its action phase. Vocational education and training will be actively promoted and advocated among the community, industry and government.

In December 1999, the Vocational Education, Employment and Training Board endorsed the first draft of the objectives and performance indicators for the next triennial State Strategic Plan for Vocational Education and Training in South Australia, for 2001-2003. The strategic priorities are:

Quality

- VET in South Australia will achieve and retain a competitive edge through providing programs of unarguable quality

Quantity

- The quantity of publicly funded training in South Australia will continue its strong growth and will align effectively with State government, enterprise, regional and learners' needs

Efficiency and Effectiveness

- The cost per student hour will continue to decrease while quality is improved

Targeting

- Public funds for training will be targeted to achieve the best results for South Australia's enterprises, regions, communities and individuals.



Engineering student.

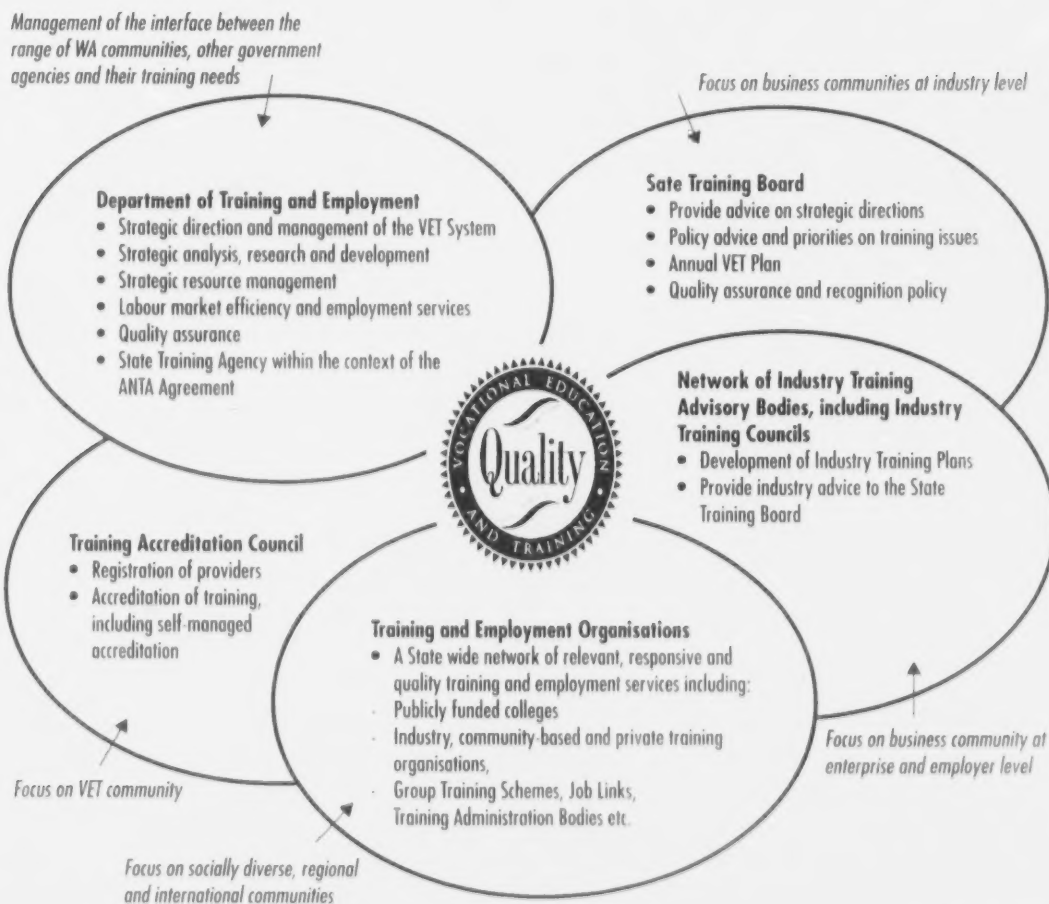
INTRODUCTION

The Western Australian vocational education and training system comprises:

- the State Training Board
- the Training Accreditation Council
- a network of Industry Training Advisory Bodies (including Industry Training Councils)
- the Department of Training and Employment
- a network of training and employment organisations.

Figure 3 below explains the main roles of each body.

Figure 3: THE WESTERN AUSTRALIAN VOCATIONAL EDUCATION AND TRAINING SYSTEM



BEST COPY AVAILABLE

The Western Australian Department of Training and Employment manages the State's publicly-funded vocational education and training system. The Department's vision is a secure future for all Western Australians through training, skills and jobs.

During 1999, the Department's commitment to quality system improvement facilitated more comprehensive and flexible planning processes and further streamlining throughout the sector. By focusing on industry, student and community requirements, a more demand-driven and responsive system is constantly being developed.

The State Training Strategy, launched in November 1998, is the State system's plan for training priorities and development needs. It is continuously updated through ongoing industry and regional liaison. It identifies existing and emerging skill needs, and the forces for change that influence training and job growth; and matches these to resources to determine priorities for public funding.

The Science and Technology Innovation Strategy was launched by the Minister for Employment and Training in August 1999. The strategy aims to develop the science and technology capacity of the State's vocational education and training system, so as to maintain a highly-skilled workforce, and to position the State internationally as a progressive and innovative place to do business.

In 1999, the Department reviewed the Volunteer Tutor Scheme, and relaunched it as the Read, Write, Now program. A new literacy framework, to improve the outcomes of literacy training in Western Australia, was developed. Further access and equity initiatives were also progressed, including the Building Diversity in Vocational Education and Training and Employment project and the Local Heroes role model pilot program.

In 1999, the State's online delivery strategy was developed through WestOne. Online delivery is a critical initiative for vocational education and training. Western Australia

intends to gain early and decisive leadership in the knowledge economy, and the online delivery strategy will comprehensively integrate all the system's key stakeholders.

1. IMPLEMENTING NEW APPRENTICESHIPS

The Department of Training and Employment uses the terms apprenticeships and traineeships, rather than New Apprenticeships. While the focus is equally on training and employment outcomes, feedback indicates that system clients are often confused by the concept of 'New Apprenticeships'.

Western Australia is following the policy framework agreed to by the May 1997 MINCO meeting with regard to the staged implementation of apprenticeships and traineeships. Commencements have increased from 10,531 in 1997, to 11,592 in 1998 and 12,359 in 1999. In 1999, there were 4,207 apprenticeship, 8,034 traineeship and 158 traineeship-in-school commencements.

Total numbers of apprenticeships and traineeships have also increased, from 17,896 in 1997 to 18,533 as at 31 December 1999 (an increase of 3.6%). This was 12,146 apprentices and 6,387 trainees.

While apprenticeships tend to be in the more traditional industry areas, the range of occupations covered by traineeships has increased. Employers have responded positively to the flexibility, and the streamlined regulatory nature, of traineeships. The continued implementation of Training Packages (each with an implementation kit) has helped this response.

Group training allows apprentices and trainees to be indentured to a group training scheme and placed with host employers on a rotational basis. As at 31 December 1999, 4,235 apprentices and trainees were training under group training arrangements.



1999 Turf Industry Apprentice of the Year, South Metropolitan TAFE Apprentice of the Year and Training Excellence Award winner, Grant Chettleburg is now studying for a Diploma in Horticulture and was recently made superintendent greenkeeper at Sun City Country Golf Club.

The administration of apprenticeships and traineeships has been outsourced to eleven Training Administration Bodies in metropolitan and regional Western Australia. They provide a training advisory service to employers, apprentices and trainees, and can provide counselling and dispute resolution assistance if required.

2. ACHIEVING DIVERSITY AND FLEXIBILITY TO MEET CLIENTS' NEEDS

Western Australia is committed to developing a competitive training environment to provide better and more efficient services to clients. Accordingly, the Department uses a number of mechanisms to increase the range of providers and support user choice, such as the industry

specific program, private provider user choice arrangements and the Priority Skills Enhancement Program.

In 1999, about 20% of publicly-funded training was provided through contestable purchasing processes, including user choice arrangements. This proportion has increased from a mere 0.4% when competitive funding commenced in 1994.

The number of private providers funded through the industry-specific call for application process is expected to increase from 42 in 1999 to 57 in 2000. Further, the number of private providers contracted through user choice arrangements is expected to increase from 89 in 1999 to 99 in 2000.

Private providers have been contracted to deliver apprenticeship and traineeship training in a number of areas that have not previously had such arrangements, such as bricklaying, horticulture, tile laying, plastering and viticulture.

Apprenticeship and traineeship guidelines

Western Australia has developed guidelines consistent with the National Training Framework to help registered training organisations understand their apprenticeship and traineeship delivery responsibilities. The guidelines were distributed to all publicly-funded registered training organisations that deliver apprenticeship and traineeship training. On-going briefings and information sessions were held to explain the guidelines. The guidelines are also available to registered training organisations that are not publicly funded.

Informing clients about training options

The Western Australian Training Information Centre raises community awareness of, and provides information about, vocational education and training and employment services. In 1999, the centre was refurbished and facilities upgraded and a full-time information officer was appointed. They have

special responsibility for distributing information on adult literacy and training which meets other special needs. Enquiries by phone, email and in person continue to increase. ~

The Priority Access 13 19 54 Telephone Information Line provides information about apprenticeships and traineeships across Western Australia. The service puts callers in contact with their closest offices. The line is constantly monitored to ensure its effectiveness.

The Department in 1999 distributed some 40,000 copies of the TAFE Full-time Handbook. The Department, on behalf of the TAFE college network, produces the handbook. It lists all courses available for full-time study and is distributed free of charge to all year 12 students, and is sold at news agencies. The handbook was advertised on television.

Access All Areas

Programs under the Access All Areas initiative tell young people and their parents about employment and training opportunities, and about how to access these opportunities. It encourages them to explore new ways of looking at work, such as self-employment through subcontracting or home-based work. The initiative's message is that there is a positive future for our young people.

WestOne Services

WestOne Services provide training and employment-related support services to registered training organisations and the public, through print, television (on Channel 31), Westlink (to regional areas), videoconferencing and over the internet (through WestOne Online).

WestOne intends to form partnerships with registered training organisations and with the Department to develop and deliver world class online training and employment-related products and services. These will benefit people who (for location, time or work reasons) can't easily attend classes at

institutions. WestOne also sees markets for its products and services overseas.

In 1999, products and services developed through WestOne included:

- GetAccess, a service for job seekers and people wanting training, providing online information about jobs and careers, with links to relevant training available
- the Online Skills Recognition Service, whereby a registered training organisation and an assessee can manage an application for skills recognition via the internet. The service is currently being piloted in several areas
- questions frequently asked of the Western Australian Training Information Centre, available on the internet
- the *TAFE Full-Time Handbook* online, and also linked to other information sources
- the provision of some modules and competencies online (including record keeping, use of email and other computer applications, and food handling) to help make training more accessible for small business.

Vocational education and training in schools

In 1999, Western Australia's Training Accreditation Council, the Department, the Curriculum Council and the school sector worked together to expand vocational education and training in schools, and to ensure that all courses are in line with the Australian Recognition Framework from the year 2000. The two councils are running workshops for schools and developing guidelines to facilitate the transition.

Arrangements were also made to enable schools to deliver vocational education and training by partnering with registered training organisations. In a number of cases, schools have registered as training organisations.

While the Department and the Training Accreditation Council are not directly responsible for implementing vocational education and training in schools, they continue to provide policy direction and information to the schools sector to help increase delivery.

Skills centres for school students

Applications were sought for funding to establish or expand vocational education and training facilities for year 11 and 12 students. The Department received a total of 24 applications, mainly from schools. Of these, two received ANTA funding to a total of \$730,000.

Alternative pathways to Certificate III in trade occupations

In 1999, the Department managed a national project on behalf of ANTA to review alternative pathways to Certificate III in traditional trade occupations. The project was a response to issues surrounding the introduction of Training Packages. A national reference group of representatives from ANTA, the Commonwealth, States and Territories, the Australian Chamber of Commerce and Industry and the Australian Council of Trade Unions guided the project to completion in December 1999. The project report will be distributed to stakeholders in early 2000.

3. IMPROVING LANGUAGE, LITERACY AND NUMERACY SKILLS

Literacy and numeracy skills are essential for people wanting training and employment. Accordingly, delivery targets for adult literacy are constantly increasing. In 1999, the target of 1,261,939 annual curriculum hours for training in this area was exceeded.

The Volunteer Tutor Scheme is a free service for adults wanting to improve their literacy skills. The scheme was reviewed and relaunched in June 1999 as the Read, Write, Now program. The scheme's budget was

increased by 84%, for new marketing initiatives and for a paid administrator for the program.

The Department also developed a Course in Applied Vocational Study Skills, to provide the underpinning literacy and numeracy skills required by students to succeed in their training objectives. The course is not intended for stand-alone delivery, but is delivered in conjunction with the modules or competencies in which a student is already enrolled. This makes the application of literacy skills more immediate and relevant. The course curriculum has been accredited, and comprises eight modules each of ten hours. The course is applicable to any level of qualification.

Competitive arrangements

Language, literacy and numeracy skills are an important focus of the industry-specific program. All applicants for funding through this program are assessed against five selection criteria, one of which deals with literacy and numeracy.

In 1999, a further \$475,013 was allocated specifically for the delivery of adult literacy and numeracy training.

Annual hours curriculum for adult literacy & English as a second language training

In 1999, 1,559,359 publicly funded annual hours curriculum were delivered for adult literacy and English as a second language training. This figure includes delivery through the industry-specific program. The 1999 State target for delivery in these areas was been exceeded by over 22%.

An estimated additional 969,573 annual hours curriculum were delivered under Commonwealth-funded programs, including the Adult Migrant English Service. These hours do not count towards achievement of the State Training Profile target.

4. IMPLEMENTING THE NATIONAL TRAINING FRAMEWORK

Quality, portability and recognition of skills achieved

During 1999, all 166 applications from registered training organisations to deliver training products and services in Western Australia under mutual recognition arrangements were approved by the Training Accreditation Council.

Western Australia continued to promote the new recognition arrangements to registered training organisations statewide. A *Training Recognition Information Kit* was prepared by the Department and mailed to providers seeking registration as a training organisation.

The kit provides detailed information about registration requirements under the Australian Recognition Framework. The Department also conducts introductory information sessions and registration workshops for interested training providers. Seven information sessions and three workshops have been held since July 1999.

In 1999, the Department implemented several ongoing monitoring initiatives to ensure that Australian Recognition Requirements are met. For example, a partnership was formed with the Transport and Storage Industry Training Council, to ensure the quality of driving instruction training.



Gwynneth Cavilla-Woolfe of Q Digital found the Certificate III in Electronic Publishing was the best way to update her skills and gain new ones after spending some years out of the industry.

A Quality Assurance Working Party was formed in July 1999 to analyse quality issues in the Western Australian vocational education and training system. 115 registered training organisations, including quality-endorsed training organisations and TAFE colleges, were assessed against selected Australian Recognition Framework requirements, and against delivery and performance agreements. A survey of trainees, students and employers to gather their perceptions of quality and outcomes was conducted concurrently with site visits. Individual reports on the findings will be distributed to participating registered training organisations in April 2000.

Training Packages

Implementation kits are developed for each Training Package, after the package is endorsed and published. Kits are distributed to training organisations registered to deliver or assess against the particular package, and to other relevant bodies.

All new purchasing arrangements entered into by the Department will stipulate that training must be based on Training Packages where available and appropriate. The Department's policy is to ensure courses that duplicate Training Package qualifications are not accredited.

Articulation through post-compulsory education and training

In consultation with public registered training organisations and universities, Western Australia is developing guidelines to encourage collaboration between the two sectors, in areas such as joint facilities and improved articulation for students. In 1999, the Department continued to pursue:

- the establishment of a co-located TAFE college and senior campus at Peel
- the development of a clear statement of the vocational education and training system's principles, objectives and guidelines for collaboration between sectors

- closer collaboration through memoranda of understanding between institutions.

5. INCREASING INDUSTRY INVESTMENT IN TRAINING

Western Australia promotes both the benefits of a quality, trained workforce, and partnerships between registered training organisations and industries to provide vocational education and training to current and potential employees. For example, a partnership has been developed between a registered training organisation and BHP at its hot briquetted iron plant near Port Hedland. More broadly, the Department and industry have developed training and organisational development activities in the wine tourism and food processing sectors. The models developed in these sectors could be applied to other industries across the State.

Priority Access Policy

State Cabinet endorsed the Priority Access Policy in September 1999. It requires applicants for State Government tenders to demonstrate a training culture, either by employing apprentices and trainees, or providing other training. Over 150 employers are now registered under the policy.

Industry studies

In order to identify priorities for the vocational education and training system, and as input to the State Training Strategy, the Department commissioned research on emerging or rapidly-changing industry sectors. Studies have so far been done for hospitality, information technology, internet service provision, environmental management, wine industry, aquaculture, minerals processing, automotive industry and public administration.

The studies examine trends and developments impacting on future skill needs, apparent gaps in training provision, and training priorities.

Labour hire sector best practice partnerships

On behalf of the State Training Board, the Department commissioned a project to document examples of best practice partnerships in Western Australia between labour hire and contracting firms and companies that use labour hire services, in terms of promoting a training culture.

It is intended to use these examples to raise awareness of the benefits of developing a training culture, and to encourage shared responsibility for training between labour hire companies and their clients.

Priority Skills Enhancement Program

This program upgrades the skills of employees of Western Australian enterprises and members of remote Aboriginal communities. In 1998-99, \$745,572 was allocated to rural and remote Aboriginal communities, \$487,564 to regional skill development and \$1.39m to Western Australian enterprise.

The funding for enterprises was focused on enhancing skills or building a training culture in identified industries, including automotive, commercial cleaning, electrical and electronic, food processing, metals and engineering.

Science and Technology Innovation Strategy

In 1999, the Department, in conjunction with the State Training Board, developed a \$1m Science and Technology Innovation Strategy.

The strategy aims to develop the science and technology capacity of the vocational education and training system in Western Australia, in order to maintain a highly-skilled workforce and to position the State internationally as a progressive and innovative place to do business. The strategy was launched by the Minister for Employment and Training in August 1999.

The strategy aims to develop infrastructure, equitable access and professional development. The Innovation Fund is a major initiative, and will encourage registered training organisations to share ideas and experiences with industry. Projects approved for funding will begin in March 2000.

Training Excellence Awards

The annual Training Excellence Awards, jointly conducted by the Department of Training and the State Training Board, recognise the significant achievements of students, industry and registered training organisations. The growing enthusiasm for the awards can be attributed to the increased awareness of the importance of training to the State's economic growth and the creation of opportunities for Western Australians.

Training Excellence Award winners in 1999 included:

- South East Metropolitan College of TAFE (Training Provider of the Year) for its commitment to innovation in industry partnerships and customer service
- O'Connor College of TAFE (Access and Equity Award) for its achievements in meeting the special needs of its rural and Indigenous communities
- the Shamrock Hotel, Northam (Small Employer of the Year, for the second year running)
- Arrix Integrated (Medium Employer of the Year)
- St John of God Health Care, Subiaco (Large Employer of the Year)
- the Kwinana Cluster (Vocational Education and Training in Schools Award, a new award), the first group in Western Australia to introduce a work-based traineeship for secondary students.

6. PROVIDING GREATER OPPORTUNITIES AND IMPROVED OUTCOMES FOR UNDER-REPRESENTED CLIENTS

During 1999, the Department published and distributed an equity framework, *Building Diversity in Vocational Education and Training and Employment*. The framework aims to increase the recognition of, and response to, the diversity of individual needs, and to make greater use of the broad range of talents and experiences within training and employment. The framework covers the traditional equity groups as well as emerging groups such as mature-aged people and young people.

In 1999, at least 10.7% of publicly-funded vocational education and training delivery in Western Australia was allocated to ANTA Category C training. This figure understates the true level of provision as Western Australia continues to 'mainstream' access and participation delivery. In other words, delivery is recorded against the relevant Category A or B ANTA grouping, rather than category C. This is in line with state and national priorities to purchase training services leading to a vocational

outcome or a pathway to further education and training.

The Local Heroes role model pilot program was launched in May 1999. The program encourages young people to look beyond traditional attitudes and expectations when choosing training and a career. The program uses as role models people who have overcome personal barriers to succeed in vocational education and training. It includes people who have faced physical or language barriers, and women entering non-traditional occupations. Twenty-three school visits were undertaken during 1999.

In 1999, the Department developed two publications promoting good practice in access and equity. The publications provide guidelines to help training organisations to meet the diverse needs of their clients. Workshops were also run for registered training organisation staff.

People with disabilities

In 1999, an additional \$600,000 was included in TAFE college delivery and performance agreements to improve services for students with special needs, and in particular students with disabilities. This money will supplement the services already provided by colleges.

The Department started a two-year, ANTA-funded project, to develop and apply a strategy to support people with disabilities in apprenticeships and traineeships. This project has received national attention.

The Department also developed a physical access audit tool, to measure the accessibility of TAFE facilities for people with disabilities against legislative requirements. The tool was piloted in 1999, to ensure the format is user-friendly and provides a benchmark for internal best practice. Use of the tool will increase the future access and participation of people with disabilities in TAFE colleges.



Mark Kleeman of Fisheries WA checks a rock lobster for size.

Training in regional areas

In 1999, two research projects were undertaken by the Department into the future skill requirements and vocational education and training needs for the Kimberley and Great Southern regions of Western Australia. The projects followed similar projects focusing on regional areas, in the South West (1997), the Goldfields - Esperance region (1998) and Midwest - Gascoyne region (1998).

The projects analysed in detail economic, industry and demographic trends, and forces driving the need for training. They assessed current and future training needs in the regions and identified future training priorities, highlighting any existing and potential future training gaps.

Funds for capital works in 1998-99 totalled \$30.7m. Much of this funding was used to develop infrastructure for regional communities in Western Australia, including the Aquaculture Training Centre and new TAFE Centre in Broome, a flexible delivery centre in Northam and upgraded facilities in Kununurra, Hedland and Bunbury.

Apprenticeship and traineeship access

The Department administered the 1999-2000 New Apprenticeship Access Program. The program helps people disadvantaged in the labour market to do an apprenticeship or traineeship. The Commonwealth Department of Education, Training and Youth Affairs provides funding. The program was allocated about \$1.4m in

1999-2000. Sixty-six applications for funding were received, of which thirty were funded.

Adult Learners Week

Adult Learners Week has been celebrated in Australia since 1995 and Western Australia participates actively each year, with departmental funding and support. Adult Learners Week is funded nationally by ANTA and raises awareness of the benefits of adult lifelong learning.

At the Adult Learners Week awards evening, WestOne Online Training Services introduced its ACEnet program, one of its pilot programs. ACEnet provides an online directory of adult and community education providers in Western Australia. WestOne provided computer workstations to enable guests to visit the site.

Aboriginal and Torres Strait Islander peoples'

The Department manages Commonwealth and State funding for Indigenous clients in the vocational education and training system. In 1999, over \$7m was allocated for Indigenous vocational education and training, and for employment programs from various sources, including the Commonwealth Government (through its Indigenous Education Strategic Initiatives Program), ANTA funded initiatives, and from the State Government (through the Priority Skills Enhancement and industry specific programs). The table below shows funds allocated from these sources.

Table 3.1: TRAINING FUNDS FOR INDIGENOUS PEOPLE

Program	\$
Priority Skills Enhancement Program	745,572
Industry-specific delivery	3,617,546
Indigenous Education Strategic Initiatives Program	3,100,000
Total	7,463,118

In addition, the level of delivery to Indigenous people through TAFE college profile-funded training has continued to grow.

Measures to increase the participation of, and outcomes for, Indigenous people in vocational education and training system include:

- the Aboriginal employment, education and training committees, which enable statewide consultation with Indigenous people
- ensuring training programs and services are culturally appropriate
- specialist Indigenous advice through the Department's Aboriginal Services Branch
- a focus on the needs of remote Aboriginal communities
- increased delivery of Indigenous cultural awareness training
- membership and representation on industry-specific committees
- advice to national and State forums, including the Aboriginal and Torres Strait Islander Peoples Training Advisory Council.

Aboriginal Vocational Education and Training and Employment Policy

In 1999, the department released the Aboriginal Vocational Education and Training and Employment Policy for Western Australia. The policy was developed following widespread and extensive consultation with Indigenous peoples and other key stakeholders across the State.

The Aboriginal Vocational Education and Training and Employment Policy aims to make training and employment services more responsive and relevant to the needs and aspirations of Indigenous peoples and communities. It lists eight principles that will underpin the development, implementation and evaluation of vocational education and training and employment services for Indigenous peoples and communities in Western Australia. Implementation of the policy by key stakeholders is currently being monitored.

Talking it Through

In November 1999, the Department hosted a two-day conference titled Talking it Through, for Aboriginal field staff of TAFE colleges. The conference enabled staff to update their knowledge on topics of common interest, participate in workshops, and develop recommendations to improve Indigenous participation and outcomes in vocational education and training. The success of the conference was such that it will become an annual event.

7. ACHIEVING GREATER EFFICIENCY

The following table summarises the growth in the delivery of annual hours curriculum since 1997. It compares the revised plan 1997 target with projected 1999 delivery, and actual 1999 delivery (using preliminary data). Annual hours curriculum have been adjusted for invalid module enrolments.

Table 3.2: ANNUAL HOURS CURRICULUM 1997 AND 1999

	Revised planned 1997	Projected 1999	Actual 1999
Adjusted annual hours curriculum	19.054m	22.560m	24.170m
Adjusted annual hours curriculum growth over 1997		18.4%	26.9%

Continuous improvement initiatives

Departmental initiatives in 1999 to increase client satisfaction and improve products and services being delivered by the system included:

- the Performance Benchmarking Program for quality-endorsed training organisations
- the Process Benchmarking Program for quality-endorsed training organisations
- the Staff Satisfaction Survey for quality-endorsed training organisations.

TAFEplan 2005

TAFEplan 2005 sets out the vision and priority strategies for TAFE in Western Australia. TAFE colleges and their governing councils developed the plan, with executive support from the Department.

The plan outlines TAFE's unique role as a publicly-owned provider network, with responsibility for achieving government, industry and community training and employment objectives.

Industry training advisory arrangements

In 1998, the State Training Board implemented new industry training advisory arrangements, to enable a wider range of industry organisations to advise the vocational education and training system.

The board now recognises 22 industry training councils and industry organisations as industry training advisory bodies. These bodies must comply with performance reporting requirements, so that the Board receives quality industry advice and value for its investment.

Strategic asset management

The Department's Capital Works Plan is the result of an ongoing process of strategic planning and priority-setting, and a broad-

based approach to facilities management. Planning processes are being developed to enable the closer integration of the capital and recurrent funding approval processes. This will allow for alternative delivery methods and emerging technology and telecommunications, lifecycle costings with maintenance and equipment replacement strategies, capital user charging, third party access and alternative funding/development options.

The Department's capital works planning process over recent times has more closely linked the Department and other sectors. The department has established:

- a forum for joint planning with the Education Department of Western Australia
- arrangements between the vocational education and training system, universities and local government agencies
- joint ventures with other government agencies such as the Fisheries Department (the Broome Aquaculture Centre) and the Department of Commerce and Trade (the Jervoise Bay marine industry developments and Henderson Marine Training Centre).

Monitoring the performance of the vocational education and training sector

1999 Student Satisfaction Survey, Western Australia

This survey sought current students' views on the quality and relevance of vocational education and training. A total of 18,112 students (45.1%) responded to the mailed questionnaire. This is the third statewide vocational education and training student survey to be conducted, the first being in 1997.

Information from the survey will be used to improve the system's responses to the needs of students, to monitor college performance in achieving agreed delivery profiles, and to provide benchmarks for future resourcing.

National surveys

The State also participated in two surveys managed and coordinated by the National Centre for Vocational Education and Research: the 1999 TAFE Student Outcomes Survey and the 1999 Employer Satisfaction Survey. The surveys identify the main factors in student and employer satisfaction, and will be used to improve the system's responses to the needs of students and employers in Western Australia.

PLANS FOR THE FUTURE

In 2000, Western Australia intends to:

- further study the training needs of the Wheatbelt and Pilbara regions of Western Australia
- refine its planning frameworks for the allocation of capital and recurrent funds



Lorraine Taronga of L'Amour de la Femme.

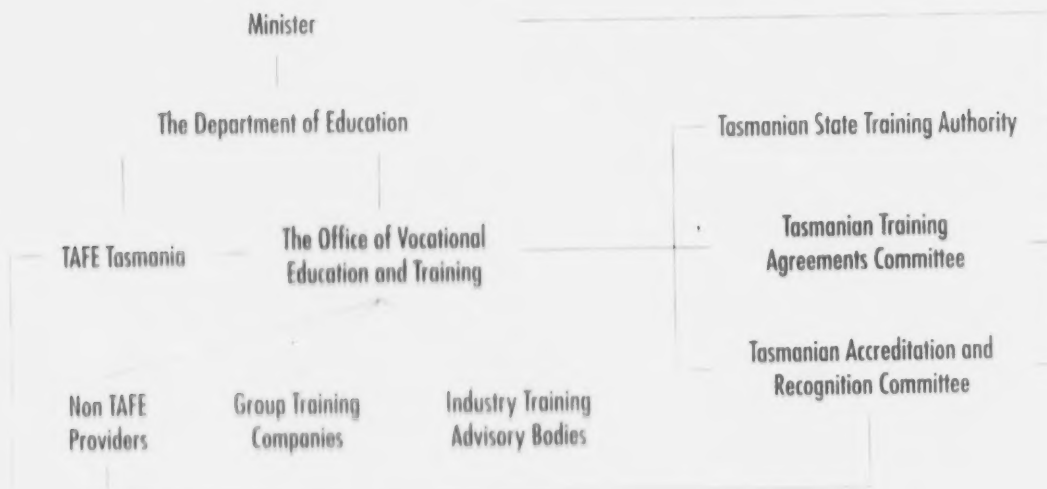
- continue developing alliances with public and private sector agencies, and between the vocational education and training system and other education sectors, in order to improve the coordination of training and employment services
- continue to measure and improve outcomes from the Western Australian vocational education and training system
- continue developing the online skills recognition service (including promotion to registered training organisations in Western Australia)
- develop a range of training materials by WestOne to help vocational education and training students improve their literacy, numeracy and information technology skills
- conduct research into the decline in part-time enrolments in metropolitan TAFE colleges, economic returns to vocational education and training, mature-age people in vocational education and training, the potential for growth in employment-based training, Indigenous participation and outcomes in vocational education and training, and success factors in enterprise-focused training initiatives
- as part of the Building Diversity equity framework, conduct research, and implement support systems to help clients successfully participate in vocational education and training and assist them into employment
- refine resource agreements to improve the monitoring of outcomes for Indigenous people
- run workshops to clarify stakeholder roles in prioritising training provision for Indigenous communities
- work with stakeholders to put more Indigenous people into decision-making positions in the system
- develop regional-specific brochures, focusing on Indigenous people, for TAFE colleges across the State.

INTRODUCTION

Vocational education and training in Tasmania is governed by the *Vocational Education and Training Act 1994*. The Office of Vocational Education and Training (a division of the Department of Education) is responsible for the purchasing and regulation of training, as well as policy and planning for vocational education and training.

Figure 4 shows the main bodies, and the relationships between them, in the vocational and education and training system in Tasmania.

Figure 4: RELATIONSHIPS AND STRUCTURES IN TASMANIA



The Minister for Education is advised by the Tasmanian State Training Authority. The authority's main function is to develop and recommend policy relating to the State vocational education and training system. It oversees implementation of national policy agreements, and identifies State vocational education and training priorities. Members of the authority represent industry, employer and employee bodies.

The Minister is also advised by the authority's statutory committees, the Tasmanian Accreditation and Recognition Committee and the Tasmanian Training Agreements Committee. These two committees have executive powers in relation to the recognition of training, and the management of training agreements, respectively.

TAFE Tasmania is a statutory authority under the *TAFE Tasmania Act 1997*. TAFE is the largest provider of vocational education and training in Tasmania. Non-TAFE providers include a range of registered training organisations, group training companies and private education and training providers. There are also 15 industry training advisory bodies, reflecting the State's industry profile.

Achievements in 1999

Implementation of the National Training Framework continued in 1999, with significant progress achieved. Four Training Package implementation guides were developed, to support providers of Training Package qualifications.

In 1999, development of new State quality arrangements for group employment organisations began. Under the new arrangements, all group employment organisations must be registered with the authority, after they have been successfully audited against quality standards.

Registration with the authority as a group employment organisation enables an

organisation to operate in Tasmania and be considered for Commonwealth and State funding.

In 1999, the University of Tasmania reviewed the user choice policy. The review found the policy had resulted in increases in provider flexibility and responsiveness to business needs, improvements to programs, and opportunities for skill development for apprentices and trainees. It also identified areas for improvement, including the need to increase client and stakeholder awareness of the policy, and the need to improve administrative processes. The Minister for Education, the Hon. Paula Wriedt MHA, approved recommendations from the review: these will be implemented in 2000.

In 1999, TAFE Tasmania was chosen by Vodafone to train the company's call centre employees around Australia. The training course was developed by TAFE Tasmania and trialled in Tasmania at Vodafone's Kingston call centre.

An independent review of the Tasmanian traineeship system, titled *A Risky Business: Review of the Quality of Tasmania's Traineeship System*, was carried out in 1999. The review, by identifying current strengths and weaknesses, will result in an improved traineeship system. Key findings included:

- assessment practices were inconsistent
- administration procedures could be improved
- the training market needed more information and higher levels of communication
- regulation of the system should ensure quality
- traineeships should be part of the State's economic development.

The review will form the basis for improvements to the State's traineeship system.

The introduction of the *VET Amendment Act 1999* provided a simpler, more flexible and responsive vocational education and training system. Changes provided a legislative basis for the full implementation of revised national arrangements, including implementation of the Australian Recognition Framework and Training Packages.

Tasmanians were recognised nationally at the 1999 Australian Training Awards in four categories, namely:

- New Apprenticeships (Trainee) of the Year, awarded to Anita Astley-Paulsen. Anita excelled since starting her traineeship with an aquaculture company in Tasmania's East Coast town of St. Helens. She is now training to become a quality assurance officer
- Australian Training Award, awarded to Incat. Incat is a world leader in the construction of large, high-speed car and passenger aluminium ferries. It is also Tasmania's largest employer of apprentices. Incat developed the Incat Recognition of Competence System to identify and bridge competency gaps in employee skills
- Australian Employer of the Year Award (forest and forest products category), awarded to Auspine Tasmania. Auspine is a national forestry company committed to achieving a skilled and flexible workforce through nationally-consistent training and skills development
- ANTA Board Award, awarded to Incat, along with a Perth-based company. The companies received the award for their commitment to skills, training and research and development.

Tasmanian representatives won four gold medals and one silver medal at the national finals of the WorkSkill Australia Foundation competition, Skills Australia '99. The awards were won for heavy vehicle mechanics, pastry cooking, plastering and detailed joinery.



Jamie Goodwin - Silver Medal Winner at Skills Australia 99 National Finals.

Newstead College won the inaugural national Vocational Education and Training in Schools Award in 1999. Tasmania's high level of achievement was demonstrated by Launceston College and Elizabeth College being the other two finalists.

The redevelopment of Alanvale campus of TAFE Tasmania in Launceston was completed at a cost of \$6.44m. Up-to-date, flexible training areas for textile training, hairdressing and community services are now available at the campus, as well as a resource centre for staff and students. The redeveloped site offers much-improved access for people with disabilities.

In 1999, a new skill centre was established in St. Helens. The NorthEast Education and Training Centre delivers programs in partnership with local and regional training providers. It has a larger skill centre, based centrally, and smaller satellite skill centres. Local councils, employers and schools are committed to this new resource.

In mid 1999, the Hobart Education Business Training Partnership was established in Southern Tasmania. It will enable participating schools and colleges to collaborate with businesses, to support and expand vocational education and training in schools programs.

In 1999, the Workplace Learning Support Unit was established. The unit has successfully raised awareness of workplace learning, and developed and enhanced partnerships to support workplace learning.

In 1999, the Equity Advisory Committee was established, ensuring the vocational education and training system meets the needs of minority groups. The committee advises the authority about national and State policies, programs and strategies relating to equity issues. The committee comprises a broad range of skilled people drawn from the education, training and employment sectors.

1. IMPLEMENTING NEW APPRENTICESHIPS

New Apprenticeships arrangements expanded and pathways enhanced

In 1999, the number of pathways funded under user choice increased from 135 to 202, an increase of 50%. This increase represents additional pathways and does not include Training Package qualifications that have been funded and replaced older, course-based qualifications. In total, 306 pathways have now been funded.

In 1999, the Tasmanian Training Agreements Committee approved 287 vocational pathways, the vast majority being based on Training Package qualifications. In Tasmania, industry training advisory bodies support the introduction of Training Package qualifications through the vocational pathway approval process.

TASTA approved the 'guide for school based apprenticeships/traineeships in 1999'. The Office of Vocational Education and Training



Tasmanian students in VET in Schools Program.

produced this guide to provide information and advice on how to set up school based New Apprenticeships and to support any employer interest in establishing New Apprenticeships. However, a low demand for New Apprenticeships in schools continued with a total of 16 New Apprenticeships commencing in Tasmanian schools in 1999.

Number of New Apprenticeships in group training and other employers increased

At the end of 1999, there were 11,207 people doing an apprenticeship or traineeship in Tasmania. This was an increase of 33% for the year. A major contributor to this growth was a large increase in the number of existing workers doing New Apprenticeships: the total number of these was 5,995. Growth was most notable in the occupational groups of other intermediate production, transport works and intermediate plant operators.

In 1999, there were 9,135 commencements and 4,158 completions of New Apprenticeships. In 1999, commencements grew by 33%.

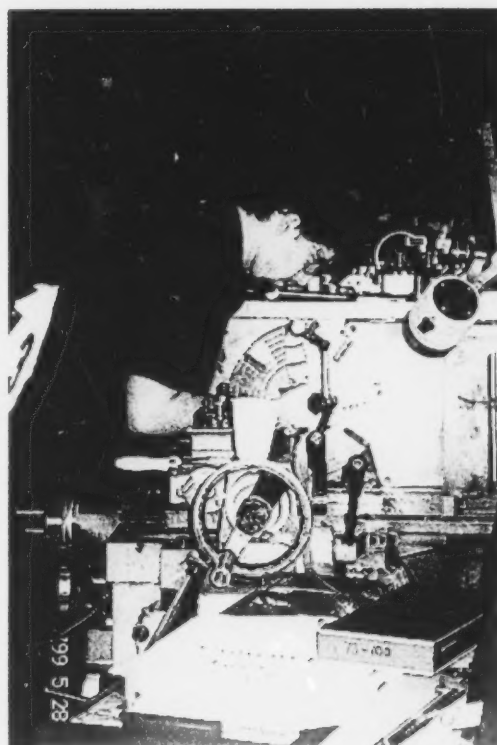
Based on 1999 commencements, group training companies employed 17% of all apprentices in Tasmania, and 12% of trainees; and 13% of all apprentice and trainee commencements in the State (compared to 16% in 1998).

The implementation of a nationally-consistent funding model for group training companies in 1998 has contributed to the increase in New Apprentices employed by group training companies in Tasmania. The new funding model has enabled group training arrangements to grow, and spread to new areas. Financial incentives are also paid to businesses to employ people from equity groups.

As at the end of 1999, the five government-funded group training companies in Tasmania employed a total of 1,385 apprentices and trainees. Commencements by apprentices and trainees employed by group training companies increased by 8% to 1,178 in 1999.

In 1999, the number of apprentices and trainees commencing with employers other than group training companies increased by 38% to 7,958.

Table 4.1 below shows that the total numbers of New Apprenticeships increased in 1999. However, changes to the Commonwealth subsidy for existing employees during 1999 are expected to significantly reduce commencements of existing employees in the short to medium term.



Tasmanian apprentice.

Table 4.1: NEW APPRENTICESHIPS COMMENCEMENTS

	Group training companies	Other employees	Total commencements
1998	1092	5,750	6,842
1999	1178	7,958	9,135

2. ACHIEVING DIVERSITY AND FLEXIBILITY TO MEET CLIENTS' NEEDS

Client access to a broader range of providers and user choice arrangements

\$12.5m of the \$59.9m allocated for provision of training in the vocational education and training sector in Tasmania in 1999 was available under user choice and competitive bidding arrangements. This \$12.5m equated to approximately 21% of all available funds for provision of vocational education and training in Tasmania.

In 1999, the number of contracted registered training organisations increased by 11%, from 53 to 59. This increased clients' choices of provider, and continued to promote higher levels of quality, efficiency and competitiveness.

Clients informed about training options

Information about training options was distributed to clients through the internet, workshops, information kits and face-to-face discussions.

The Office of Vocational Education and Training's website is an important information source for clients. In 1999, it was maintained and improved, including updating of information about user choice and the competitive bidding program. The web site has comprehensive, easy-to-read information on topics including:

- Tasmanian vocational education and training organisations and industry bodies
- vocational pathways
- publications and resources
- registration and accreditation information
- the office's purchasing policy and guidelines, including easy-to-use forms available for download.

The National Training Information System was regularly updated. It provides current information on Tasmanian registered training organisations, and accredited courses.

Among other information activities in 1999, 600 registration kits, 250 accreditation kits and 320 quality endorsement kits were distributed across the State. This information provided clients with clear, concise information about registration and accreditation processes.

About 80 people attended several workshops on the New Apprenticeships centres' relationships with the Office of Vocational Education and Training, employers, apprentices and trainees. These workshops complemented other available information, such as that on the office's website.

Working parties were set up in 1999 to involve industry in the development of implementation guides for several Training Packages, including correctional services, asset development, asset maintenance and community services.

Protocols were also established between New Apprenticeships centres and the office, particularly about providing information to clients about their training options.

Increased flexibility in delivery

During 1999, the Office of Vocational Education and Training continued to work closely with the Department of State Development to support industry development through skills formation required to establish new enterprises (especially in advanced technology and communications).

A Certificate I course was developed by the office, in conjunction with the department, industry and the Tasmanian Arts, Communications, Information Technology, Printing and Recreation Industry Training Advisory Body. The course provides school students and adults retraining or returning to the workforce with a pathway to industry-specific qualifications.

Call centre training continued to be a high priority for funding under employment-based training arrangements. A number of Tasmanian registered training organisations provide call centre training and assessment that fit both enterprise needs and Training Package competencies.

The Australian Recognition Framework allows organisations to register to only provide assessment services. As at December 1999, only one application had been received for registration to deliver assessment-only services.

In 1999, TAFE Tasmania's organisational structure was refined. The model of five product-based institutes was replaced by eleven statewide programs, removing the artificial combinations of programs previously experienced within institutes. Responsiveness to industry and community needs was improved, with general managers leading the development and delivery of services in each region.

The online@TAFE project was established to showcase TAFE Tasmania's use of the internet as a training medium. During 1999, 18 online courses were developed in-house, and 44 courses purchased. All 62 courses were piloted for online delivery in 2000.

A TAFETRAIN Centre was opened in Queenstown, providing flexibility in what, when and where students do training. The centre combines the benefits of computer-aided learning and the assistance of specialist teachers.

Computing modules were made available to rural and remote students, using the Online Access Centre network.

A small statewide business learning unit titled the Learning Business Team was established. The team provides management, marketing and financial skills to business owner-managers. It offers face-to-face, distance, seminar, workshop and short weekend courses, tailored to suit individual clients.

Expanding vocational education and training in schools

Vocational education and training in schools continued to grow in 1999 with an 11% increase in the number of Australian Qualifications Framework certificates (1,089) and statements of attainment (833) issued.

In 1999:

- more vocational education and training programs were run in rural schools, and more clusters were formed for the delivery of programs by schools and colleges in both urban and rural areas
- the first skill centre for school students in the Huon Valley was launched, and preliminary work was done to provide access to skill centres for all rural schools
- statewide support activities accompanied the introduction of Training Packages used by schools and secondary colleges
- access to vocational education and training in schools by students from equity groups was increased, including through the Vocational Educational Guidance for Aboriginal Students Program (supported by the Commonwealth Department of Employment, Training and Youth Affairs)
- more regional industry-education partnerships were formed.

In 1999, 30 schools were registered training organisations. Of these, 22 were government schools and eight were non-government schools.

Several industry training advisory bodies have helped distribute information about training, Training Packages and New Apprenticeships in schools. For example, in a project funded by ANTA and organised by the Tasmanian Chamber of Commerce and Industry, the Public Administration, Finance and Business Services Industry Training Advisory Body

attended vocational education and training in schools information sessions in several locations around the State in November and December 1999.

3. IMPROVING LANGUAGE, LITERACY AND NUMERACY SKILLS

Increased focus on the language, literacy and numeracy needs of the workforce

Language, literacy and numeracy support purchased from TAFE Tasmania on behalf of New Apprentices was increased by 67% (\$10,000 to \$25,000) in 1999. This support is available to all New Apprentices.

Also, in 1999:

- the authority's ACE Advisory Committee called for professional development around literacy and numeracy and the use of Training Packages, which will be addressed in 2000
- workplace English, language and literacy programs continued around the State in various workplaces
- the amount of funding for literacy and numeracy training in the competitive bids process increased by 18% to \$44,600.

4. IMPLEMENTING THE NATIONAL TRAINING FRAMEWORK

Increased quality, national portability and recognition of skills achieved

In 1999, Tasmania continued to automatically recognise registered training organisations and quality-endorsed training organisations registered in other States, as well as the qualifications they issue. 225 interstate organisations are licensed to provide training in Tasmania. 178 applications for mutual recognition were processed from interstate in 1999.



Mark Susnja competing at Skills Australia 99 National Finals.

Nine applications from Tasmanian registered training organisations, seeking recognition outside Tasmania, were processed in 1999. All registered training organisations in Tasmania must comply with the National Principles of Mutual Recognition and the Operating Protocols for External Review.

All aspects of the Australian Recognition Framework continued to be implemented in Tasmania, with all registered training organisations required to comply with all national standards before registration. All registered training organisations audited against the Australian Recognition Framework standards had to seek approval from the Tasmanian Accreditation and Recognition Committee.

26 new registered training organisations were registered in 1999, bringing the number in Tasmania to 128. Of these, 27 are quality-endorsed.

The Office of Vocational Education and Training audited 79 registered training organisations for quality endorsement in 1999, with a further 19 completed by external auditors. All registered training organisations will be audited at least once during their five-year registration period, as per a schedule of compliance audits.

Enhancement of pathways within Training Packages and extension of Training Package coverage

Implementation of the National Training Framework continued in 1999, with significant progress achieved. Training Packages covering a broad cross section of Tasmania's industries have been fully implemented. The Training Packages implemented in 1999 were Administration, Agriculture, Assessment & Workplace Training, Asset Maintenance, Civil Construction, Correctional Services, Entertainment Industry, Extractive Industries, General Construction, Horticulture, Hospitality, Information Technology - Client Support, Lifts, Metal & Engineering, Retail, Service Technician Portable Fire Equipment (Chubb Fire), Tourism, Transport & Distribution, and Veterinary Nursing.

In the transport and distribution industry, several companies (including Toll Transport Group Tasmania, Pasminco and Metro Tasmania Pty Ltd) have flexibly used their Training Package. Feedback from industry strongly indicated the Training Package implementation had been successful.

Four Training Package implementation guides were developed in 1999, for administration, retail, tourism and water.

In 1999, course-based qualifications ceased to be publicly funded where Training Packages were available for implementation. The Tasmanian Accreditation and Recognition Committee endorsed the National Accreditation Principles and supported the take-up of Training Packages, leading to a considerable decrease in

the number of new courses accredited. Thirteen new courses were accredited in 1999. 73 registered training organisations were registered to deliver Training Package qualifications.

TAFE Tasmania worked closely with industry training advisory bodies to ensure that the implementation of Training Packages closely matched the needs of Tasmanian industry. During 1999, work was undertaken to implement 18 Training Packages, with enrolments accepted in ten of the packages. There were 7,181 enrolments in Training Package qualifications, which comprised 21% of total enrolments in accredited training.

A professional development program for teachers started, to ensure all staff implementing Training Packages are qualified to do so. In 1999, more than 200 teachers were sponsored to obtain the assessor qualifications required for Training Package delivery.

Training Packages providing maximum cross-industry flexibility

Tasmanian employers are primarily small businesses. Registered training organisations are encouraged to provide training to cover the cross-industry requirements of small business. In 1999, twelve quality-endorsed training organisations were approved to accredit courses to provide more flexible and responsive training arrangements tailored to meet the needs of industry.

Improved arrangements to support better articulation throughout post-compulsory education and training

In Tasmania, schools and colleges register as training organisations to deliver Australian Qualifications Framework qualifications, thus enabling course articulation and credit transfer.

Courses in electronic commerce were better integrated across secondary colleges, TAFE and the University of Tasmania, through collaboration with the Tasmanian Electronic Commerce Centre.

Increased articulation with the universities of Tasmania and Melbourne was agreed. Progress from an Advanced Diploma to Bachelor of Business Administration (Hospitality Management and Tourism Management) is now possible and Diploma of Community Services (Youthwork) students are now accepted into the third year Bachelor of Arts (Youthwork).

Articulation into the University of Tasmania's Bachelor of Information Systems from the Diplomas of Information Technology, Library and Information Studies, and Office Management is also now possible.

The University of Tasmania also agreed to accept adult education courses as prerequisites for entry into courses offered by the Arts Faculty.

Agreement was reached with the Australian Maritime College for articulation into the Bachelor of Business (Maritime Management) from the Diploma of Management and Advanced Diploma of Accounting.

5. INCREASING INDUSTRY INVESTMENT IN TRAINING

Increasing industry investment and participation in training

In 1999, TAFE Tasmania enrolled over 2,200 mainland students in call centre training, delivering training to six large call centres across Australia. This included induction training for Australian Taxation Office call centre staff.

Aurora Energy and TAFE Tasmania signed a memorandum of understanding, under which Aurora uses TAFE Tasmania as a preferred supplier of training programs and also publicly endorses the services provided by TAFE. One of the most successful projects undertaken has been a frontline management project, for

employees with extensive practical experience but no formal qualifications. During 1999, 27 team leaders were awarded Certificates in Front Line Management and two received a Diploma of Front Line Management.

Diamond Drilling Tasmania sponsored TAFE Tasmania to design and construct an accommodation unit transportable by helicopter. The company's drilling team explores inhospitable areas in Tasmania by helicopter. Six Diploma of Mechanical Engineering students spent much of 1998 designing the unit. In 1999, engineering students and staff completed the unit, built of composite materials using aircraft technology.

During 1999, Motors Ltd donated a new top-of-the-range Holden Calais to TAFE Tasmania for use by automotive students. Under the arrangement, Holden specialists at the TAFE Automotive Centre at Alanvale train Motors Ltd mechanics on the vehicle, with TAFE teachers also attending the course. The vehicle is also available for general instructional use by TAFE Tasmania.

In 1999, Westpac Banking established a Call Centre Industry Skill Centre in Launceston. Skill centres for schools were established and operated at the Huon Open Learning Centre by the Continuing Education and Training Committee; and at St Helen's, St Mary's and Winnaleah by the North East Education and Training Centre Inc.

Skill centres for school students are managed by committees of business, community, education and training representatives. It is intended to build such partnerships to improve vocational education and training in other rural and remote areas of Tasmania.

Local government councils such as Circular Head and Devonport (along with some financial institutions such as the Island State Credit Union) have increased structured training through Training Packages. Whilst this training attracts Commonwealth subsidies, there has also been increased industry investment.

Structured workplace training support by Tasmanian industry in 1999 for institutional training pathways increased to 40,000 days.

Checklists to help clients choose a registered training organisation have been given to all State industry training advisory bodies.

Small business participation in training maximised

In 1999, three projects undertaken by the Tasmanian Automobile Chamber of Commerce, the Retail Traders Association and Tasmanian West Coast Business Development Inc received additional Small Business Professional Development Program funding. The funding enabled these organisations to provide, for a second year, coaching and information technology to small businesses.

Two electronic commerce projects commenced with the Tasmanian Agricultural Productivity Group and the Tourism Council Australia (Tasmania). Both projects work with small businesses to investigate how electronic commerce can help them to develop and streamline their businesses.

Best-practice small business resources for trainers and small business owners and operators were widely distributed in 1999 to Tasmanian industry training advisory bodies, industry associations and other peak bodies with small business members.

6. PROVIDING GREATER OPPORTUNITIES AND IMPROVED OUTCOMES FOR UNDER-REPRESENTED CLIENTS

Increased opportunities and outcomes for under-represented clients

In 1999, new initiatives for clients from under-represented groups included:

- a project to publish a website for women working and training in non-traditional and emerging occupations
- two projects to raise the profile of the adult community education sector as a pathway to vocational education and training for people in under-represented groups (Mapping ACE in Tasmania, and Mentoring Neighbourhood Houses for Adult Community Education).

In 1999, the Tasmanian Training Authority's Equity Advisory Committee started meeting. This committee advises on issues such as the 2000 TAFE Purchase Agreement and the 2000 vocational education and training plan.

Access and equity issues remained a criterion in the competitive bids process, and information was provided to registered training organisations on the Access and Equity Standard for the Australian Recognition Framework.

In 1999, TAFE Tasmania's participation rates for women illustrated the complexity of servicing this under-represented group. 49% of TAFE Tasmania's enrolments in accredited training were women, which equals the percentage of women aged 15 to 64 in Tasmania. However, participation was not equally spread between programs: women account for over 60% of enrolments in applied design, hospitality and tourism, community and health services, office administration and information technology.

Activities to increase participation by women included:

- delivery of gender-inclusive training modules by TAFE Tasmania as a fee-for-service activity for registered training organisations
- maintenance of the TAFE Child Care Subsidy (which reimburses students for up to 50% of their child care costs associated with training)

- maintenance of funding for women at work programs and transitional courses for women.

In addition, the Steering Committee for implementing the Tasmanian Implementation Plan for Women in Vocational Education and Training helped develop a guide for marketing vocational education and training to women, and established a working group to investigate issues for women in information technology.

In 1999, activities to increase opportunities for people with disabilities included:

- the maintenance of three regional disability officer positions in TAFE
- support for students with disabilities provided through the TAFE Purchase Agreement
- work with the State Disability Liaison Officer (funded by the Commonwealth Department of Employment, Training and Youth Affairs) on events and activities for trainers of students with disabilities, including the forum *We Just Learn Differently*, which focussed on learning disabilities

TAFE Tasmania also helped develop and launch the publication *Inclusive Practice is Good Practice*, a guide for staff and students with a disability. The publication was initiated by the Tasmanian State Disability Liaison Officer, and developed by staff from TAFE Tasmania, the University of Tasmania and the Australian Maritime College.

In 1999, there were fewer people enrolled in the Advanced English for Migrants Program than in 1998. However, further education and employment outcomes were significantly higher for people in the 1999 program. In 1999, enrolments by women were more than three times those of men in the program.

In 1999 Tasmania joined other States and Territories, the Commonwealth, ANTA and State and Territory corrections agencies in

preliminary discussions about a national strategy for offenders in vocational education and training.

The Office of Vocational Education and Training, the Department of Justice and TAFE Tasmania are committed to providing training opportunities for offenders. In 1999, short training programs were offered in computers, employment skills, workplace safety, food handling, bricklaying, upholstery and carpentry and joinery.

Textile care and metals traineeships were started by offenders in prisons. TAFE also provided literacy and basic education programs for offenders.

In 1999, Seafood Training Tasmania (in conjunction with the Fisheries Industry Training Board) sponsored certificate courses for offenders in radio operation, limited coxswain and shipboard safety.



Another Tasmanian apprentice.

The increased promotion to Indigenous people of higher level certificates saw Indigenous enrolments in Certificate III increase from 32% of all indigenous enrolments in 1998 to 43% of all indigenous enrolments in 1999. Activities for Indigenous people in 1999 included:

- the maintenance of State-funded access programs and Department of Employment, Training and Youth Affairs funded courses
- consolidation of the Aboriginal Training Program in TAFE and the maintenance of Aboriginal vocational education and training officers in all regions of the State
- the start of a review into education and training for Indigenous people in Tasmania (due for completion in 2000).

The department's joint policy funding model provides additional funding (double weighting) to group training companies that employ people from traditional equity groups and rural and remote placements. Over 15% of all commencements in 1999-2000 are projected to be from these groups, a slight increase from 1998-99.

7. ACHIEVING GREATER EFFICIENCY

Plans for growth derived through efficiencies implemented

In 1998, the Office of Vocational Education and Training developed the Tasmanian Efficiency Plan 1998-2000. The plan provided for yearly growth in total activity related to the ANTA Agreement of 100,000 annual hours each year over the three-year life of the plan. This target was met in 1998 and 1999.

TAFE Tasmania also embarked on a staff development program, intended in part to increase productivity through improved

business practices. In 1999, 2% of salary was spent on staff development, compared with 0.1% in 1998. 94 team leaders and senior managers attended a two-day development workshop, and 20 team leaders and members did individual team development activities.

As well, steps were taken to improve the efficiency and effectiveness of the Tasmanian vocational education and training system, including:

- more effective and efficient service provision
- extension of flexible delivery
- a reduced invalid module enrolment rate
- introduction and pending introduction of new student management information systems
- simplified regulatory arrangements under the Australian Recognition Framework.

Agreed outcomes of the review of the Infrastructure Program implemented

In 1999, Tasmania implemented the recommendations of the review of the Infrastructure Program by:

- participating in the review of skill centres and Aboriginal and Torres Strait Islander facilities
- participating in the development process for performance indicators, benchmarks and principles for State and Territory strategic asset management
- sitting on the EdNA VET Advisory Group to consider specific projects and national priorities for investment in infrastructure for new technologies.

Agreed plan for implementing key performance measures progressed in accordance with agreed timeframe

Tasmania has progressed implementation of key performance measures in accordance with the agreed timeframe.

Staff development, intensive training and assistance to training organisations has aimed to improve the quality of systems and of data, units of competency and the new Australian Vocational Education and Training Management Information System Standard.

The results of this are:

- reporting of units of competency and qualifications
- adoption by registered training organisations of modern student management database software
- electronic reporting by all non-TAFE registered training organisations for the first time
- an enhanced focus on data quality, particularly the appropriate reporting of outcomes
- improvements to commercial software products with respect to the new requirements, through liaison with software developers
- a focus by TAFE Tasmania on data-quality issues coinciding with the introduction of a new student management system
- integration of data quality and Australian Vocational Education and Training Management Information System Standards issues into the Australian Recognition Framework audit process.

Tasmania has also been actively involved in national pilot projects for a new standard output measure, and on national protocols on eligibility for qualifications.

PLANS FOR THE FUTURE

In 2000, vocational education and training activity will support the State's Industry Development Plan, contributing to Tasmania Together, the draft overarching social and economic plan for Tasmania. Key elements of Tasmania Together include:

- creating jobs and wealth
- the imaginative island
- education and training for life.

State vocational education and training plans for 2000 and 2001 will support Tasmania Together by aligning activity with advice from industry councils and industry training advisory bodies. This will continue to ensure that vocational education and training assists economic development and provides the opportunity for all Tasmanians to develop themselves to the full.

Coordination between the Office of Vocational Education and Training and the Department of State Development will also be enhanced, to better plan to meet industry needs. To do this, each area's industry groupings will be more closely aligned, links improved and planning cycles integrated. This will enhance the Government's ability to provide for skill requirements and respond to industry structural issues.

In 2000-2001, recommendations of the report *A Risky Business: Review of the Quality of Tasmania's Traineeship System* will be implemented, in the areas of risk management, commercial and legal compliance, training and assessment practices, and policy, planning and information systems.

In 2000-2001, new State quality arrangements for group training will ensure compliance against standards as a condition of registration and funding eligibility. Arrangements will include:

- minimum standards for new entrants to group training service provision

- arrangements for existing group training service providers
- use of third part auditors.

In 2000-2001, equal opportunities for access to vocational education and training will be enhanced through:

- strategies to increase equity group participation in TAFE, including the development of outcome targets
- access training for equity client groups
- industry programs to ensure that training services offered by TAFE Tasmania are appropriate to the needs of regions and isolated areas
- an increase of 5,000 annual hours curriculum (in addition to the current purchased hours of 60,000)
- maintenance of current levels of program funding for adult and community education
- more learner-centred training through flexible delivery, including online delivery.

In 2000-2001, help for enterprise and lifelong learning will include:

- development of vocational learning through pathways that allow young people to achieve improved vocational education-related outcomes
- the building of partnerships between business enterprises, education, vocational education and training providers, University of Tasmania, community and Government that support the development of a learning culture and lifelong learning
- more opportunities for small business to be actively engaged in the vocational education and training system

- more vocational education and training in schools programs in years 11 and 12, especially by developing and implementing a new vocational education and training initiative for rural and remote communities and their youth.



Tasmanian Premier Jim Bacon and gold medal winner Andrew Overton at Skills Australia 99 National Finals.

INTRODUCTION

In November 1999, the *Northern Territory Employment & Training Act 1999* was passed by the Legislative Assembly. The Act refines and refocuses the functions of the Northern Territory Employment & Training Authority.

The authority's board is established under this Act and comprises 10 members drawn from employer, employee, business, industry, government, community and regional groups.

The board is responsible for:

- formulating policy relating to the promotion and purchase of training, for delivery to industry and the community
- providing advice to the Territory and the Commonwealth about employment, and about training for vocational and community educational purposes
- developing employment and training initiatives for the Northern Territory.

Following a review of the authority in early 1999, two of its advisory councils were abolished. These were the Accreditation and Registration Advisory Council and the Aboriginal Programs Employment & Training Advisory Council.

The Authority has retained the Planning Advisory Council. Accreditation and registration is now done through internal processes.

Of the 90 registered training organisations registered by the authority, three are accorded the status of public provider: Northern Territory University (which now includes Northern Territory Rural College), Centralian College, and Batchelor Institute for Indigenous Tertiary Education (formerly Batchelor College).

The vast geographical spread of the population, and the diversity of cultures in the Northern Territory, provide for a unique blend of social and community spirit. With the Indigenous population as 27% of the Territory's

population, and people from 47 other ethnic backgrounds making up the Northern Territory community, an integral role of the Northern Territory Government is to provide for cross-cultural maturation and development. To support this, the authority targets certain groups for language and literacy programs, and seeks to establish language and literacy requirements in the Training Packages at the national level.

The authority's key objectives are:

- Industry and Client Focus
- Training and Employment
- Client Focus
- Maximising the value of VET Resources
- Organisational Development

These key objectives were formulated from submissions by training organisations, industry organisations and community groups. These objectives, and resultant activities, have been incorporated into the NT Employment and Training Strategy, expected to be implemented in May 2000. The strategy is aligned with the national priorities and other strategies at regional, Territory and national levels. It provides a consistent and coordinated approach to vocational education and training system strategic directions and planning.

The authority is comprised of five major work units: Corporate Services, Client Services and Industry Development, Resources and Statistics, Policy and Public Relations, and Planning. Under the direction of the authority's board and the Minister for Vocational Education and Training, the authority seeks to ensure quality training and employment opportunities that are accessible and equitable, and that efficiently meet the needs of industry and the community. Processes and procedures are continually reviewed and evaluated to improve efficiency and cost outcomes.

1. IMPLEMENTING NEW APPRENTICESHIPS

With an increasing number of qualifications becoming available through Training Packages, and with a better understanding of the Australian Recognition Framework and Australian Qualifications Framework by Northern Territory enterprises and registered training organisations, 1,880 New Apprentices commenced in 1999. This was a 14.6% increase for the year.

In 1999, industry training advisory boards, in response to industry needs, asked for the new qualifications from Training Packages to be declared as New Apprenticeships. There are 213 New Apprenticeships qualifications available in the Northern Territory and 35 providers chosen under user choice arrangements. This number is expected to increase as new Training Packages are implemented, and as knowledge of the flexibility within Training Packages increases.

Vocational education and training in schools programs are being provided through eight secondary schools in the Territory, with 433 students doing courses from the 250 available. This illustrates the acceptance of these programs in secondary schools, as well as the acceptance by Territory industry of school programs, and support for school-to-work pathways. The expected reduction in national funding for vocational education and training in schools will influence future expansion in programs and have an impact on the Territory.

Students employed as New Apprentices through group training companies increased from 167 in 1998 to 197 in 1999. This includes 48 women, a 50% increase on 1998 commencements. Approximately 31% of all New Apprentices employed through group training companies are employed outside the Darwin metropolitan region.

In December 1999, the Northern Territory Employment and Training Authority entered

into a contract with Group Training NT for the provision of New Apprenticeships services. In addition to the role undertaken by the previous New Apprenticeships centre, the new New Apprenticeships centre was also contracted to administer training agreements, counsel New Apprentices and undertake employer approvals and manage other administrative processes for New Apprenticeships in the Territory. The outsourcing of these services, the introduction of the TAFE Of Course hotline, and enhanced marketing of vocational education and training programs to schools and employers, have all contributed to the Territory's increase in New Apprenticeships commencements.

2. ACHIEVING DIVERSITY AND FLEXIBILITY TO MEET CLIENTS' NEEDS

In 1999, following a comprehensive review, the authority made changes to its operations and policies to improve its ability to provide services to clients.

A major change was the appointment of ten client liaison officers, three of which specialise in Aboriginal programs. Client liaison officers were appointed in Nhulunbuy, Tennant Creek and Katherine, two in Alice Springs, and five in the Darwin office.

The Territory's commitment to a broad provider base led to increased funds being



Certificate II Construction Skills - Trainees Galiwin'ku.

allocated for course delivery through competitive tendering in 1999. Funds available through competitive tendering increased from \$662,805 in 1998 to \$2,280,589 in 1999. This resulted in increased access for the authority's clients in all regions of the Territory, with 51 training organisations accessing public funds. All stakeholders, including industry training advisory bodies and registered training organisations, were encouraged to identify program areas in which unmet demand could be met through competitive tender. In response to feedback from providers, community groups and others, a 20% loading on the contracted prices was paid to registered training organisations as an incentive to deliver training in remote locations (areas 50km or more from the registered training organisations nearest base of operations, or from the authority's regional centre). This loading is applied to all Territory-funded programs, including competitive tender programs, flexible response funds and recurrent funds.

In 1999, the fortnightly newsletter *Training The Territory* was delivered online to all registered training organisations, industry training advisory bodies and other interested parties. The newsletter provides information about the authority's (and national) policies, priorities and initiatives to schools, industry, community organisations, welfare groups and others. *Training The Territory* is the authority's main communication and marketing tool.

The internet allows access to information to those who would normally, due to their remoteness, find it hard to get. This increase in the use of technology in remote areas gives ready access to information, and provides the authority and registered training organisations with marketing advantages.

3. IMPROVE LANGUAGE, LITERACY AND NUMERACY SKILLS

The Northern Territory continues to incorporate language and literacy programs into Training Package qualifications. Different States and Territories place different priorities on these programs (due to differences in illiteracy levels across Australia), so national funding for these programs tends to be limited. The authority continues to fund accredited and non-accredited training programs (particularly through flexible response funding and competitive tendering processes) in language and literacy programs.

In 1999, the Northern Territory vocational education and training system delivered 23 language and literacy programs, totalling 283,000 annual hours curriculum. Increased funding for these programs remains a high priority, as many regions continue to have high illiteracy levels.

4. IMPLEMENTING THE NATIONAL TRAINING FRAMEWORK

The Northern Territory Government remains committed to the implementation of the National Training Framework.

The Australian Recognition Framework has been fully implemented in the Territory.

To support the continuing regulation and implementation of the National Training Framework, the authority appointed a quality assurance specialist to manage risk associated with Australian Recognition Framework and quality-endorsed training organisation compliance. Registered training organisations must have quality endorsement within 12 months of their initial registration, if they are to access (or continue to access) training funds through the Territory Government.

Mutual recognition of interstate registered training organisations (and the qualifications they issue) continues to be fully supported. There are 36 quality-endorsed training organisations in the Territory (from a total of 90 training organisations currently registered in the Territory), plus 11 industry training advisory bodies, bringing the total number of quality-endorsed organisations to 47. Many registered training organisations do not seek quality endorsement, as they do not wish to attract funds from the authority.

47 interstate registered training organisations are currently registered to provide training in the Territory and many New Apprentices must travel interstate to do their training. However, the number of students needing to travel interstate continues to decline as training facilities in the Territory expand to meet industry needs, and as delivery becomes more flexible.

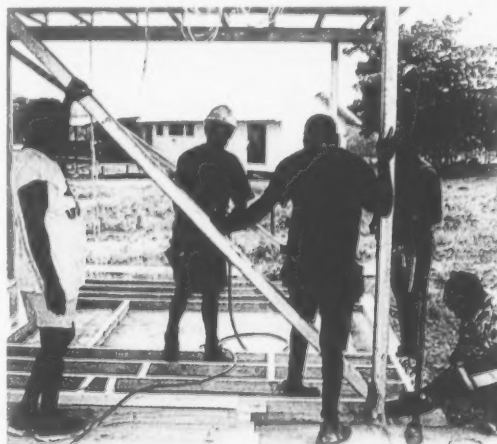
In 1999, the Training Package Implementation Advisory Committee funded 16 projects for a total of over \$163,000 to support industry training advisory bodies and registered training organisations implement Training Packages. These projects included module-to-competency-unit mapping, to ease the transition from course-based curriculum to Training Package qualifications. In total, 52% of committed funds went to private organisations, reflecting the input that private providers and industry training advisory bodies have in the formulation of the NT compliance to national priorities. Funding was also provided for a distance education package for the Sports Industry Training Package, an information kit for the Community Services Training Package and an applicant's kit for recognition of prior learning against Retail Training Package qualifications.

The Northern Territory has implemented 32 Training Packages to date. Competency-based courses continue to meet the needs of clients where Training Package qualifications, or Training Package implementation guides, are not yet available.

For funding purposes, the authority uses the Victorian Training Package implementation guides for the allocation of nominal hours to qualifications (except in a few cases and due to the lack of specialist resources in the Territory). The authority will not register Training Package qualifications for delivery in the Northern Territory until the Victorian Training Package implementation guide is available. The time lag between endorsement of a Training Package by ANTA and the publishing of the implementation guide can cause delays affecting industry, registered training organisations and, most importantly, students.

5. INCREASED INDUSTRY INVESTMENT IN TRAINING

Industry is represented on the authority's board and continues to help in the planning process and provide other strategic advice. Industry has shown itself ready to accept the changes related to the National Training Framework, and willing to provide work placements for vocational education and training in schools students. These factors, plus the positive rapport that industry training advisory bodies and the authority have with industry associations, continues to result in strong support for the implementation of Training Packages.



Further work in Certificate II Construction Skills - Trainees Galiwin'ku.

The authority has improved its collaboration with industry and other stakeholders in order to strengthen training provision, which meets both government and industry goals. The new New Apprenticeships centre, and increased understanding of Training Packages, will improve matters further.

6. PROVIDING GREATER OPPORTUNITIES AND IMPROVED OUTCOMES FOR UNDER-REPRESENTED CLIENTS

The population of the Northern Territory includes some 27% of people who identify as Aboriginal or Torres Strait Islanders. While this is a large percentage of the population, these people are spread over a very large geographical area, and many are in remote communities. An understanding of their different training needs, and of cross-cultural issues, is required for training to be effective.

Training Packages, while providing nationally-recognised qualifications, do not adequately address barriers to learning. Several training package qualifications, although at a low level, include core units for which there is neither the identified need, or nor the ability to deliver in some regions. The Territory continues to require the inclusion of Certificate I qualifications in relevant Training Packages, and further emphasis on language, literacy and numeracy in vocational education and training programs.

In 1999, the flexible response funding (an authority-funding source to meet the immediate training needs of indigenous people) was reviewed, to broaden the availability and flexibility of programs to communities.

7. ACHIEVING GREATER EFFICIENCY

An organisational restructure, and the implementation of agreed performance measures, has resulted in more efficient operations. Further efficiencies are projected.

In 1999, the authority funded infrastructure master plans for the major regions of the Territory: Darwin, Katherine, Barkly, East Arnhem and Central Australia. The authority's capital planning processes will be strengthened by the incorporation of the recommendations and proposals in the plans.

In March 1999, a review of the Northern Territory Employment and Training Authority was released. The review's recommendations were implemented toward the middle of 1999, resulting in a reduction of the authority's staff from 75 to 42.5. Many of the authority's functions were outsourced, and the administration of the remote educational centres was transferred to the NT Department of Education. Other recommendations, together with the transfer of the Aboriginal Development Unit from the Department of Education to the authority, will streamline services to clients.

The Northern Territory Government funded approximately 4m annual hours curriculum in 1999. 1.1m annual hours curriculum were delivered by private providers, a 23% increase for the year. As well, about 57,000 annual curriculum hours were delivered through the adult community education sector. The authority's 1999 operating budget was approximately \$69.4m, resulting in a cost per annual hour curriculum of \$17.27. This is a 4% increase in efficiency for the year: the comparable figure for 1998 was \$18.06. Considerable effort went into achieving greater efficiencies, through strategic planning initiatives and ongoing evaluations of inputs to outputs ratios.

FUTURE DIRECTIONS

During 2000, the Northern Territory vocational education and training system will continue to work toward increasing efficiency and maintaining quality outcomes in the NT.

Specific initiatives include:

- quality endorsement and registration compliance audits will be outsourced by competitive tender to an independent organisation. New processes are expected to be in place by 1 July 2000
- New Apprenticeships centre activities will continue to be monitored, and support given if improvements are needed
- the Provision of Advice to the Northern Territory Government on Vocational Training Needs Review is expected to make recommendations on alternative ways for the authority to be advised about training needs in the Territory. The board's response, and implementation of the recommendations, is expected in May 2000
- the Northern Territory Employment & Training Strategy 2000-2002 identifies opportunities for better communication and collaboration, quality assurance, regulation and resource management. It highlights regional, Indigenous and industry needs. The strategy will be implemented from May 2000, with advice from industry training advisory bodies and other major stakeholders during the first twelve months
- the authority is putting a stronger emphasis on planning and, with broader representation from industry and community organisations, the annual review of the strategy will identify roles for each part of the vocational education and training sector.
- the adult community education sector continues to grow in the Territory, and the authority will continue to fund adult and community education providers, encourage stronger links between the sector and the vocational education and training system, and thus establish closer links with ANTA initiatives.



Certificate II Construction Skills - Trainees Galiwin'ku.

INTRODUCTION

The Office of Training and Adult Education is responsible for the administration of vocational education and training in the Australian Capital Territory. It acts as the state training agency under the national training agreement and services the Vocational Education and Training Authority, the Accreditation and Registration Council and the Adult and Community Education Council. It also oversees the purchase of vocational education and training allocated through the Training for Industry, New Apprenticeships through User Choice and the Canberra Institute of Technology Bulk Purchase programs. The office is a branch of the Department of Education and Community Services.

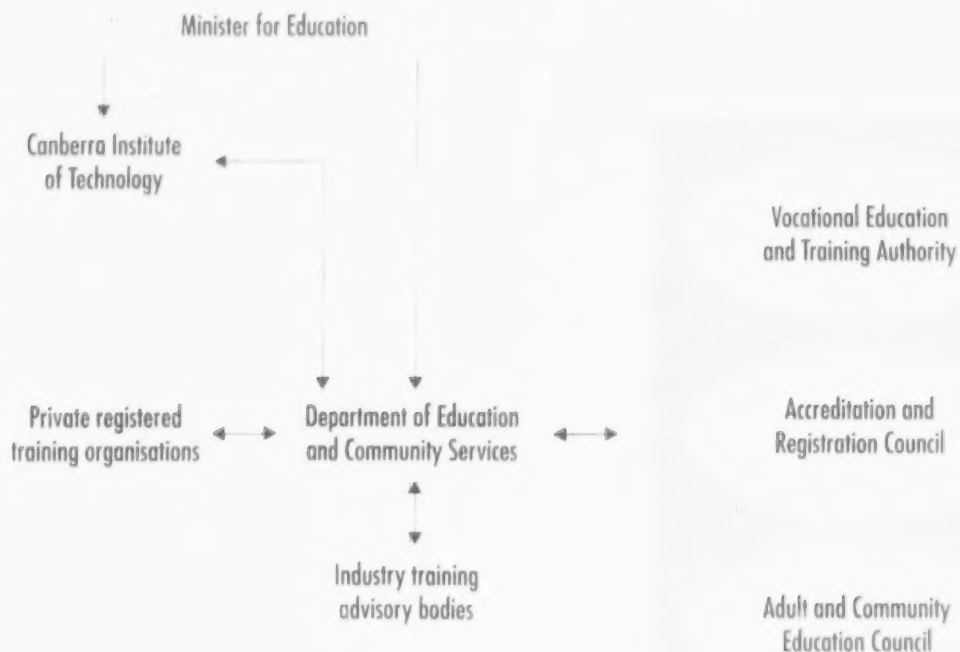
The *Vocational Education and Training Act 1995* provides for the development, planning,

promotion and regulation of vocational education and training in the Australian Capital Territory.

The ACT has one public provider (TAFE), the Canberra Institute of Technology. The institute has a wholly-owned company, CIT Solutions Pty Ltd, which draws on the institute's expertise to provide educational courses, products and consultancies on a commercial basis. It also provides an extensive adult and community education program.

Many private vocational education and training, and adult and community education, providers also operate in the ACT. On 1 January 1999, 112 private training providers were deemed to be registered training organisations under the Australian Recognition Framework. All deemed were validated by December 1999.

Figure 5: ACT VOCATIONAL EDUCATION AND TRAINING ARRANGEMENTS



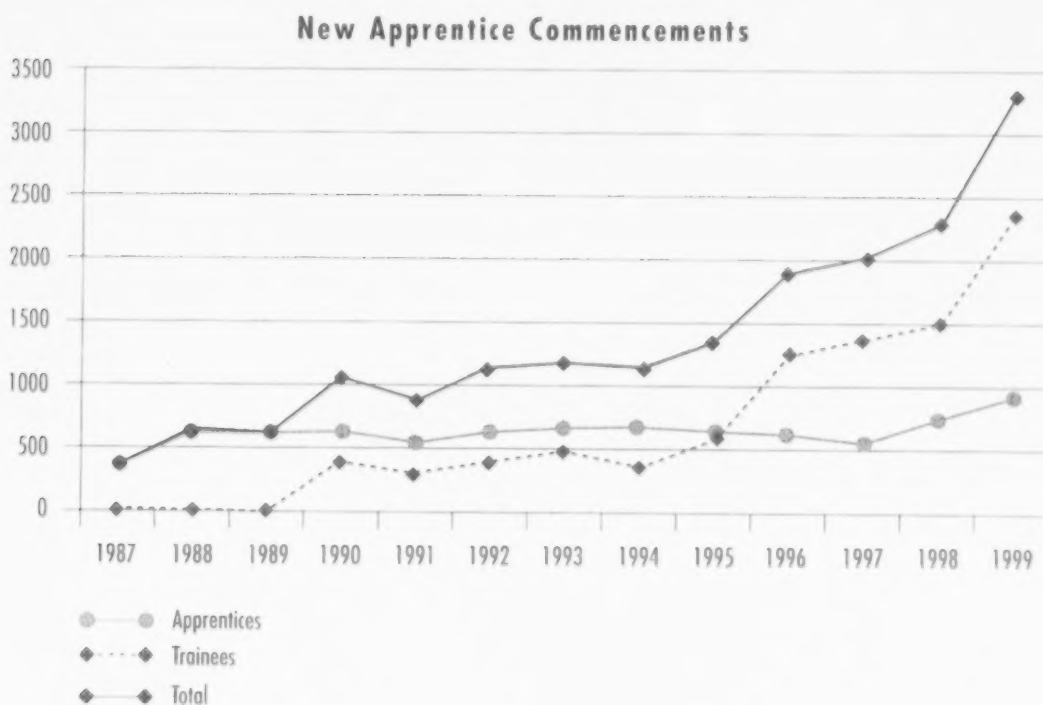
1. IMPLEMENTATION OF NEW APPRENTICESHIPS

ACT New Apprentice commencements at record levels in 1999

Commencements for both traditional apprenticeships and traineeships reached record

levels in 1999. In 1999, over 900 apprentices commenced training, an increase of around 20% above 1998 - which was also a record year. Trainee commencements increased by over 50% to around 2,400 in 1999. In 1988 (only 11 years ago) there were none. The steady, high increase in trainee commencements is shown in the chart below.

Figure 5.1: NEW APPRENTICE COMMENCEMENTS



This growth has been driven by a strong ACT economy, greater flexibility through user choice, the ACT Government's Youth 1000 program, successful marketing, and the availability of New Apprenticeships in new occupational areas.

The New Apprenticeships system has produced major benefits, such as:

- greater responsiveness and flexibility in dealing with skill shortages
- a reduction in youth unemployment, by creating opportunities for school leavers to obtain entry-level training on-the-job
- encouragement of small business to offer more and better training opportunities, especially for young people.

New Apprenticeships through user choice system being implemented

In 1997, funding of all traineeships was entirely through user choice. Since 1998, user choice funding has gradually been introduced for apprenticeships. In 1998, first-year apprentices were funded under user choice; in 1999, second year apprentices were included. Third year apprentices will be covered in 2000.

Model training agreement

In 1999, the model training agreement was used for all New Apprenticeships through user choice.

New Apprenticeships in group training

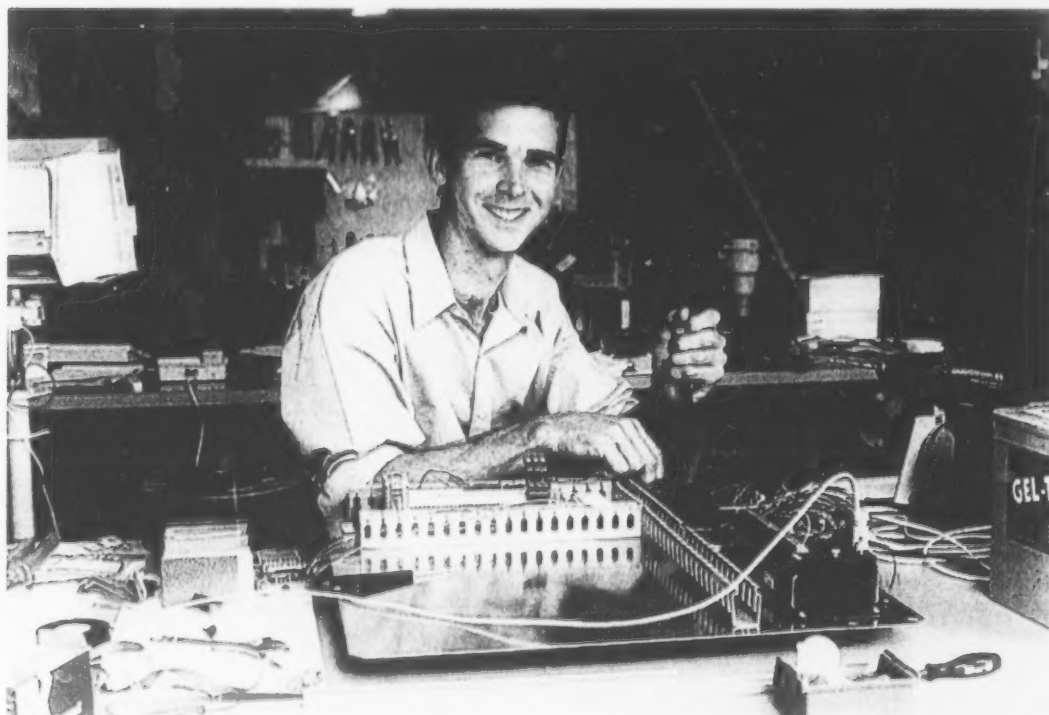
Eight organisations are funded through a competitive process to provide group training in the ACT, and four organisations provide group training but are not funded. 575 New

Apprentices were employed through group training arrangements. This represents an increase of over 40% for the year.

Vocational education and training now part of the school curriculum

During 1999, government and non-government senior secondary colleges (covering years 11 and 12) were funded to assist them to register as training organisations. Colleges are now able to deliver training leading to certificates I and II in automotive, building and construction, community services, electrotechnology, furnishing, hospitality, retail, information and office skills, metals and engineering.

In 1999, about 3,450 students in government schools and 950 students in non-government schools did vocational education and training in schools programs. This is an increase of almost 33%.



Marcus Ashley, ACT Apprentice of the Year 1999 (Electronics).

Large increase in school-based New Apprenticeships

The number of school-based New Apprenticeships increased significantly in 1999. The number of commencements increased nearly three-fold, from 16 in 1998 to 46 in 1999. These were in general construction, electrotechnology, retail and clerical.

2. ACHIEVING DIVERSITY AND FLEXIBILITY TO MEET CLIENTS' NEEDS

Training market now a reality

A market for the provision of vocational education and training is now a reality in the Territory. Contestable funding has been increased by 100%, from \$4.0m in 1998 to \$8.0m in 1999. As well, new tendering and purchasing arrangements were implemented to ensure more flexible purchasing, enhanced performance monitoring and increased access for equity groups.

As a result, the number of registered training organisations participating in the 1999 Industry Training Program tender was 50% higher than in 1998.

Registered training organisations are kept abreast of developments through a monthly newsletter covering vocational education and training events and issues. The Territory also made available to registered training organisations and New Apprenticeships centres details of industry qualifications available under user choice, along with details of training options and methods of delivery.

Information about training options was also provided through the ACT Training Package Professional Development Program.

Links with New Apprenticeships centres improved

In 1999, an electronic training agreement lodgment system was developed. It will be implemented in 2000. New Apprenticeships centres will be able to lodge training agreements with the Office of Training and Adult Education electronically, rather than on paper.

Flexible delivery options increased

The Canberra Institute of Technology increased the number of modules delivered by online delivery, by its flexible learning centres, through distance learning and in other on-campus facilities. Also, methods of delivery not based in print are being used to deliver more modules, and Training Packages are being implemented using the learning resource components for flexible delivery.

3. IMPROVING LANGUAGE, LITERACY AND NUMERACY SKILLS

Additional funds provided for language, literacy and numeracy

In 1999, New Apprenticeships special needs funding of \$20,900 was provided for literacy and numeracy help to 78 trainees and apprentices. As well, \$100,000 was spent through the ACE Grants Program to provide 485 training places for language, literacy and numeracy.

Grants of \$225,000 were made to four private providers and the Canberra Institute of Technology, for 210 places in adult English language, literacy and numeracy programs. People doing programs included women returning to work, people from culturally-diverse backgrounds, people with a disability, Indigenous Australians, unemployed people and youth at risk.

The Office of Training and Education raised awareness of the language, literacy and numeracy needs of trainees through:

- regular information sessions about Canberra Institute of Technology language, literacy and numeracy support services
- sessions on recognising language, literacy and numeracy needs in clients
- brochures outlining available services.

As a result, employment agencies referred many clients to the institute's language, literacy and numeracy courses.

New curriculum in elementary, intermediate and advanced English for workplace preparation is available and is being implemented successfully by registered training organisations.

Canberra Institute of Technology conducted two workplace English language and literacy projects, one with Spectrum Joinery and another with Toll Logistics.

4. IMPLEMENTING THE NATIONAL TRAINING FRAMEWORK

Training Packages up and running

During 1999, the Territory actively participated in the endorsement process for Training Packages, to ensure that they met the requirements of industry (which, in the Territory, is predominantly small business). Registered training organisations delivered qualifications from 16 Training Packages in 1999.

Quality assurance audited

In 1999, 96 registered training organisations were audited for compliance with the Australian Recognition Framework and the ACT Quality Framework.

The quality of training provided by registered training organisations was reviewed by an audit

team. The team ensured that the strategic management, client focus, human resource management and training delivery standards were met.

5. INCREASING INDUSTRY INVESTMENT IN TRAINING

In 1999, 26 owners / managers from small businesses did training for the food safety program, and 44 small business owners / managers were involved in the small business mentoring program.

6. PROVIDING GREATER OPPORTUNITIES AND IMPROVED OUTCOMES FOR UNDER-REPRESENTED CLIENTS

Opportunities for under-represented clients

The Australian Capital Territory provides vocational education, training and support for people in priority equity groups, who are disadvantaged in the labour market.

In 1999, \$38,025 was provided to encourage innovative initiatives that met equity priorities. Programs included:

- Trades Women in Residence
- a peer-mentoring tutoring project for students from equity groups
- cross-cultural training in employment interviews and job application skills for people from culturally-diverse backgrounds
- help with assignment writing in vocational education and training courses for people from culturally-diverse backgrounds.

In 1999, the ACT Strategy for People with Disabilities in Vocational Education and Training was developed and implemented, as was the Strategy for Women in Vocational Education and Training (1996 to 1999).

The Training for Industry Program included five programs specifically for under-represented groups. 110 training places were funded. Registered training organisations indicated an intention to target another 1,088 places in other programs.

7. ACHIEVING GREATER EFFICIENCY

Growth through efficiency target met for 1998

The amount of training delivered through ANTA Agreement funding in 1998 was 4,380,000 annual contact hours. This exceeded the original target of 4,319,000 hours in the Territory's 1997 growth through efficiency undertaking.

Software systems upgraded for better data management

In 1999, the Canberra Institute of Technology developed and installed the Banner System, a specific-purpose database to handle student enrolments and placements. The system is now fully operational.

The Office of Training and Adult Education also developed and disseminated a similar database, VEERA, for private providers. This high-quality student administration and activity reporting system is available to private providers at nominal cost. In 1999, data compliant with the Australian Vocational Education and Training Management Information System was reported to the office from the VEERA program. In 2000, a similar program will be provided to New Apprenticeships centres, to further streamline the information flow about New Apprenticeships through user choice.



Left to right: Marcus Ashley (holding bamboo), ACT Apprentice of the Year 1999 (Electronics); Rose Jubber, Vocational Student of the Year NT; Masun Nasir, ATSI Trainee of the Year NT; Cherie Smith, ATSI Trainee of the Year SA; Mother of Cherie Smith; Toni Rodgers, WA Liaison Officer.

PLANS FOR THE FUTURE

In 2000, the Australian Capital Territory intends to:

- maintain the current high levels of commencements and, if possible, increase commencements by 1.6%
- significantly increase school-based New Apprenticeships commencements
- implement the validation process for quality-endorsed training organisations.

The Territory intends to improve equity by:

- providing 20 places for Aboriginal and Torres Strait Islander people in literacy and numeracy support programs
- providing 20 places to people with a disability in literacy and numeracy support programs
- providing 20 places for Aboriginal and Torres Strait Islander people in the Training for Industry Program
- providing 20 places for people with a disability in the Training for Industry Program
- providing through the New Apprenticeships Access Program places for people with a disability, and Indigenous Australians
- providing through the Pathways to Employment Program places for young offenders, Indigenous Australians, and people from non-English speaking backgrounds
- providing, on application from registered training organisations, special needs funding for user choice
- developing a plan to ensure that group training providers improve take-up of Indigenous Australians and people with a disability.

The Territory also intends to:

- allocate \$100,000 to the adult and community education sector, to increase the volume of language, literacy and numeracy courses
- create up to 100 training places under the Information Technology Cadet Scheme, to address skill shortages in information technology occupations
- increase by 5% the number of vocational education and training in schools students
- develop the Territory component of the national marketing strategy by June 2000, which will focus on youth employment.



Kellie Phillips, ACT Trainee of the Year 1999 (Office Administration).

NEW SOUTH WALES

Bert Evans AO (chair)

Chairman

Cutler, Hughes and Harris

Chairman

*NSW Vocational Education and
Training Accreditation Board*

Kay Sharp AM

Chief Executive

Hunter Valley Training Company

General Manager

*National Secretariat WorkSkill
Australia Foundation*

Linda Burney

Director General

NSW Department of Aboriginal Affairs

Chairperson

NSW State Reconciliation Committee

Ted Wright AM

Chief Executive

The Commissary Company

Dott. Paolo Totaro AM

Pro-Chancellor

University of Technology, Sydney

Kevin Power

Executive Director

ACTU-Lend Lease Foundation

Dr Jim McMorrow

Deputy Director-General

Policy and Planning

NSW Department of Education and Training

Dr Doreen Clark AM

Chair

*Board of Insearch (commercial arm of the
University of Technology Sydney)*

Dr Ken Boston

Managing Director

TAFE NSW

Director-General

NSW Department of Education and Training

VICTORIA

Mr Ross Oakley

Chairperson

Oakley Consulting Pty Ltd

Mr Casey van Berkel

(resigned 1 October 1999)

National Research Officer

The Australian Manufacturing Workers' Union

Mr Michael Butler

Partner

Lander & Rogers - Barristers and Solicitors

Mr David Edwards

Chief Executive Officer

*Victorian Employers' Chamber of Commerce
and Industry (VECCI)*

Mr David Jones

Council member

South West Institute of TAFE

Mrs Noel Waite AO

Chairperson

Waite Consulting Management Group Pty Ltd

QUEENSLAND

Barry Smith

Chair

*Vocational Education, Training & Employment
Commission*

Harry Hauenschild

Deputy Chair

*Vocational Education, Training & Employment
Commission - Commissioner for Training*

Bob Marshman

Director-General

*Department of Employment, Training
& Industrial Relations*

Peter Noonan

General Manager

*Vocational Education, Training & Employment
Commission - A/DD-G Division of Training*

Terry Moran

Director-General

Education Queensland

Denese Davis

Management Consultant

Professor Linda Rosenman

Executive Dean
*Faculty of Social and Behavioural Sciences,
University of Queensland*

Lorraine Gay Hawksworth

Secretary
Queensland Nurses Union

David Harrison

State Secretary
Australian Manufacturing Workers Union

Rosie Ryan

Conference and Incentives Manager
Radisson Resort of Port Douglas

Philip Jones

State Manager
DETYA

Richard Armstrong

President
Queensland Farmers' Federation

SOUTH AUSTRALIA

Membership as at 31 December 1999

Mr Barry Grear AM

Chair

Mr Peter Smith

Deputy Chair
Consultant

Mr Vern Berry

Employee representative
Industrial Officer (retired)
*Communications, Electrical, Electronic,
Energy, Information, Postal, Plumbing and
Allied Services Union*

Professor Ian Chubb, AO

Vice Chancellors' nominee
Vice Chancellor
The Flinders University of South Australia

Mr Adrian Dangerfield

Industry member
General Manager, Policy and Marketing
*SA Employers' Chamber of Commerce
and Industry*

Ms Di Ewens

Industry member
Management Consultant

Ms Sally MacDonald-Taylor

Industry member
Manager Human Resources
Philmac Group

Mrs Lesley Purdom

Industry member
Purdom Computing Services

Mr Paul Rosser

Employer representative
Training and Education Manager
SA Centre for Manufacturing

Mr Geoff Spring

Ex Officio
Chief Executive
*Department of Education, Training and
Employment (from March 1999)*

Ms Kate Thiele

Employer representative
Retail and Marketing Manager
Laubman and Pank

Ms Pamela Wilkinson

Employee representative
Senior Professional Officer
Australian Nursing Federation (SA) Branch
(from August 1999 vice Ms Robyn Buckler,
Industrial officer, Australian Liquor,
Hospitality and Miscellaneous Workers Union
(SA) whose membership expired)

During the year the term of office of a number of members expired. The following members were reappointed for a further twelve months pending the outcome of the Review of the VEET Act.

Mr Barry Great AM - chair
Professor Ian Chubb AO
Ms Di Ewens
Mrs Lesley Purdom
Mr Paul Rosser
Mr Peter Smith

WESTERN AUSTRALIA

Fax: (08) 9235 6165

Phone: (08) 9235 6005

Note: All contact or correspondence to Board members should be made via the State Training Board on the above fax and phone numbers.

Mr John Rothwell

Chairperson

State Training Board

Managing Director

Austal Ships Pty Ltd

Ms Diana Forsyth

Manager

Organisational Development

Hamersley Iron Pty Ltd

Ms Jennifer Ballantyne

Director

Second Skin

Dr Brian Hewitt

Managing Director

Clough Ltd

Mr Michael Kidd

Vice President

Human Resources

Burswood International Resort Casino

Mr Tony Dunn

Regional Manager

Bunnings

Ms Allison Gear

Full time student

Ms Kate Doust

Trade Union Official

The Shop Distributive & Allied

Employees Association of WA

TASMANIA

Mr Peter Griffin (Chair)

Chairman (to 30 June 1999)

Tasmanian State Training Authority

Mr Steve Gunn (Chair)

General Manager (Appointed 1 July 99)

John Bull Footwear

Blundstone Pty Ltd

Dr Martyn Forrest

Secretary

Department of Education

Mr Allan Kenny

Secretary

Communications, Electrical

and Plumbing Union

Mr Sonny Azzopardi

Manager, Policy & Business Development

Tasmanian Chamber of Commerce & Industry

Mr Ian Paterson

Industrial Officer

Australian Services Union

Tasmanian Branch

Mr Michael Roberts

General Manager

Tourism Council Australia (Tasmania)

Ms Allison Clark

Project Co-ordinator

Hazell Brothers Agriculture

Ms Jane Lovell

Manager

Tas. Quality Assured

NORTHERN TERRITORY

Andrew Bruyn

Chairman

Northern Territory Employment

Training Authority

General Manager

Channel Eight Television Pty Ltd

Doug Phillips

Executive Director: Industry Liaison

Department of Industry & Business

David Brooks

General Manager

All Seasons Premier Darwin Central Hotel

Julie Ross

Ross Engineering Alice Springs

Kezia Purick

Chief Executive Officer

NT Minerals Council (INC)

Peter Carew

Director

ITS Communications

Greg Gibbs

State Manager

Department of Education,

Training and Youth Affairs

Wal Czernezkyj

Chief Executive Officer

Department of Education

Sean Christie

DMR Group Australia

Pat Cummins

Indigenous Educational Council

of the Northern Territory

David Hawkes

Chief Executive Officer

NT Employment and Training Authority

AUSTRALIAN CAPITAL TERRITORY

Mr Laurie O'Donnell

Chair

Ms Fran Hinton

Chief Executive

Department of Education

and Community Services

Mr Christopher Peters

ACT Region Chamber of Commerce

and Industry

Mr Bob Taylor

Industry Training Advisory Bodies

Mr Peter Veenker

Director

Canberra Institute of Technology

Mr John Gleeson

Director

Priority Management

Ms Fiona McGregor

Australian Education Union

Mr Bruce Duke

Community Representative

Mr Jeremy Pyner

Secretary

ACT Trades and Labor Council

Mr David Hill

Community Representative

Mr Paul Rayner

Director

Employment and Remuneration Branch

Chief Minister's Department



Australian National Training Authority
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Website: <http://www.anta.gov.au>